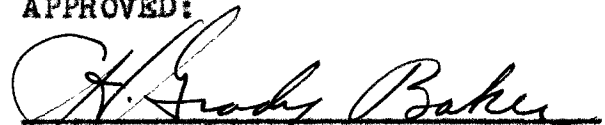




EMPLOYMENT CRITERIA OF THE COMMUNITY AND RECOMMENDED  
BUSINESS CURRICULUM FOR FRANK PHILLIPS COLLEGE,  
BORGER, TEXAS

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EMPLOYMENT CRITERIA OF THE COMMUNITY AND RECOMMENDED  
BUSINESS CURRICULUM FOR FRANK PHILLIPS COLLEGE,  
BORGER, TEXAS

THESIS

Presented to the Graduate Council of the  
North Texas State College in Partial  
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## TABLE OF CONTENTS

|  | Page |
|--|------|
| LIST OF TABLES . . . . .   | v    |
| Chapter  |      |
| I. INTRODUCTION . . . . .  | 1    |
| The Problem  |      |
| Purpose of Survey and Study  |      |
| Data Needed and Method of Collection                                 |      |
| Scope of the Survey and Study  |      |
| Method of Analyzing the Data Obtained                                |      |
| Definition of Terms  |      |
| Related Information from Selected Readings                           |      |
| II. THE SURVEY OF BORGER, TEXAS, AND ADJACENT<br>AREA . . . . .      | 8    |
| Types of Employment Units Surveyed                                   |      |
| Classification of Employee Units and<br>Employees                    |      |
| Method of Securing Job Applicants                                    |      |
| Method of Selection  |      |
| Important Personal Traits of the Employee                            |      |
| III. EVALUATION OF MANAGERIAL PERSONNEL . . . . .                    | 24   |
| Requirements for Employment  |      |
| Recommended Course of Study  |      |
| IV. EVALUATION OF ACCOUNTING PERSONNEL . . . . .                     | 35   |
| Requirements for Employment  |      |
| Recommended Course of Study  |      |
| V. EVALUATION OF SECRETARIAL AND STENOGRAPHIC<br>PERSONNEL . . . . . | 47   |
| Requirements for Employment  |      |
| Recommended Course of Study  |      |
| VI. EVALUATION OF OFFICE-SALES PERSONNEL . . . . .                   | 61   |
| Requirements for Employment  |      |
| Recommended Course of Study  |      |

| Chapter  | Page |
|--|------|
| VII. EVALUATION OF FILE CLERKS, GENERAL CLERKS,<br>AND OTHER CLERKS . . . . .  | 71   |
| Requirements for Employment<br>Recommended Course of Study   |      |
| VIII. THE BUSINESS ADMINISTRATION DEPARTMENT OF<br>FRANK PHILLIPS COLLEGE . . . . .  | 82   |
| Physical Plant<br>Community Served<br>Administrative Policies<br>Teaching Personnel<br>Present Curriculum and Equipment<br>Summary |      |
| IX. SUMMARY . . . . .  | 89   |
| Findings<br>Conclusions<br>Recommendations   |      |
| APPENDIX . . . . .   | 102  |
| BIBLIOGRAPHY . . . . .   | 107  |

## LIST OF TABLES

| Table   | Page |
|---|------|
| 1. Borger Office Employees Classified According to Types of Employment Units . . . . .                            | 11   |
| 2. Sources of Job Applicants Used by Borger Employment Units . . . . .  | 14   |
| 3. Methods of Hiring and Placing Employees Used by Borger Employment Units . . . . .                              | 18   |
| 4. Social Traits of Present Employees as Evaluated by Borger Employment Units . . . . .                           | 20   |
| 5. Work Traits of Present Employees as Evaluated by Borger Employment Units . . . . .                             | 22   |
| 6. Levels of Education Required for Managerial Employment by Borger Employment Units . . . .                      | 25   |
| 7. Experience Required for Managerial Employment by Borger Employment Units . . . . .                             | 28   |
| 8. Course Recommendations for Management Personnel Made by Borger Employment Units . . . . .                      | 33   |
| 9. Levels of Education Required for Accounting Employment by Borger Employment Units . . . .                      | 36   |
| 10. Experience Required for Accounting Employment by Borger Employment Units . . . . .                            | 39   |
| 11. Accounting Ability Required for Employment by Borger Employment Units . . . . .                               | 42   |
| 12. Course Recommendations for Accounting Personnel Made by Borger Employment Units . . . . .                     | 45   |
| 13. Levels of Education Required for Secretarial and Stenographic Employment by Borger Employment Units . . . . . | 48   |

| Table   | Page |
|---|------|
| 14. Experience Required for Secretarial and Stenographic Employment by Borger Employment Units . . . . .                | 52   |
| 15. Typing Speed Standards Required for Secretaries and Stenographers by Borger Employment Units . . . . .              | 55   |
| 16. Dictation Speed Required for Secretaries and Stenographers by Borger Employment Units . . .                         | 56   |
| 17. Transcription Speed Required for Secretaries and Stenographers by Borger Employment Units . . . . .                 | 57   |
| 18. Course Recommendations for Secretarial and Stenographic Personnel Made by Borger Employment Units . . . . .         | 59   |
| 19. Levels of Education Required for Office-Sales Employment by Borger Employment Units . . . .                         | 62   |
| 20. Experience Required for Office-Sales Employment by Borger Employment Units . . . . .                                | 65   |
| 21. Course Recommendations for Office-Sales Personnel Made by Borger Employment Units . .                               | 68   |
| 22. Levels of Education Required for File Clerks, General Clerks, and Other Clerks by Borger Employment Units . . . . . | 72   |
| 23. Experience Required for File Clerks, General Clerks, and Other Clerks by Borger Employment Units . . . . .          | 75   |
| 24. Ability of File Clerks Required by Borger Employment Units . . . . .  | 78   |
| 25. Course Recommendations for File Clerks, General Clerks, and Other Clerks Made by Borger Employment Units . . . . .  | 80   |

## CHAPTER I

### INTRODUCTION

#### The Problem

This survey is made first, to determine the standards of the business offices of the Borger, Texas, area regarding personnel as a basis for more effective guidance at Frank Phillips College; second, to determine if the business department of the college is providing adequate educational preparation for the principal office positions of the area; and third, to obtain information regarding the methods of selecting employees and the personal traits desired. It is also the aim of this survey to give the employers of the community an opportunity to make suggestions which may help Frank Phillips College meet the employment needs of the community. From these data it is expected that certain recommendations may be justified relative to the business curriculum of the college.

#### Purpose of Survey and Study

The purpose of this survey and study is to attempt the establishment of ways in which the business administration department of Frank Phillips College may help its

students to prepare to fill the employment needs in the commercial offices of the area. It is obvious that it is the desire of the terminal students to fill these positions. Frank Phillips College can readily make adjustments to fill the needs of these students with its day and evening educational programs.

#### Data Needed and Method of Collection

It is necessary first to establish the extent of the educational needs in the commercial field. To obtain a view of the employment picture in the offices of the Borger area, personal interviews were held with the personnel managers or office managers of thirty-three establishments. In order to retain accurately data and information received during the interview, a check sheet was used by the interviewer.

To gain information about employment criteria, questions were asked in regard to the following:

1. Social traits desired
2. Work traits desired
3. Educational requirements
4. Experience requirements
5. Skill requirements
6. Deficiencies in education and training of present employees



Finally, the employer was asked to make suggestions which might help Frank Phillips College in meeting the employment needs of the community.

#### Scope of the Survey and Study

This survey and study was limited to the employment units of Borger, Texas, and the adjacent area which includes the towns of Phillips, Texas, and Bunavista, Texas.

#### Method of Analyzing the Data Obtained

Chapter II of this study is composed of an analysis of the employing offices surveyed. Tables are arranged to show the findings relative to their employment practices, standards, hiring procedures, and observed employee traits.

Chapter III is a short evaluation of managerial personnel. Although it is realized that the junior college cannot give adequate training for all types of management personnel, there are certain basic courses which should be pointed out to all students who wish to train for management. Information in regard to management education needs obtained from employers should make possible more intelligent guidance of students who are training for management. Tables are presented to show the minimum hiring requirements in regard to education, experience, and ability.

Similar treatment of data for accounting personnel is given in Chapter IV; for secretarial and stenographic personnel, in Chapter V; for office sales personnel, in

Chapter VI; and for file clerks, general clerks, and others, in Chapter VII. The business administration department of Frank Phillips College is evaluated in Chapter VIII. Chapter IX presents a summary of the findings, conclusions, and recommendations.

#### Definition of Terms

"Managerial" personnel are office workers who are actively engaged in the management duties of some particular phase of the unit surveyed.

"Accounting" personnel includes all office employees actively engaged in work related to the processes of the accounting cycle.

"Secretarial and stenographic" personnel includes all employees engaged in correspondence and related activities.

"Office sales" personnel are those employees who are engaged in some selling activity; yet their work, for the most part, keeps them in the office. Salesmen of intangibles are typical of this classification.

"File clerks, general clerks, and others" includes file clerks, payroll clerks, time clerks, and any other office employees not designated as management personnel, accounting personnel, secretarial and stenographic personnel, or office-sales personnel.

### Related Information from Selected Readings

The junior college movement has been accelerated by local demand that pupils completing their high school work be accorded an opportunity for higher education more freely than was already possible. The community also demands higher education for those adults who did not complete high school or who did not have an opportunity to enter an institution of higher education upon completion of their high school course.

Educational needs of the community should be of primary consideration in the junior college curriculum.

It is coming to be generally understood that the junior college cannot serve its complex purpose if it makes preparation for the university its primary object. For the great majority of junior college students, courses of instruction and training are to be of a piece with what has preceded; they are to be culminal rather than basal; they are not to result in a "deferred education." The junior college will function adequately only if its first concern is with those who will go no farther, if it turns many away from the university into vocations for which training has not hitherto been afforded by our school system.<sup>1</sup>

The administrators and faculty of the community junior college should be desirous of fulfilling their obligations and duties to the community. It is logical that business men of the community should desire a commercial training program in the junior college which will increase the

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<sup>1</sup>William A. Proctor, The Junior College, p. 17, quoting F. A. Lange, The Junior College in Proceedings of the National Education Association, 1915, pp. 119-124.

efficiency of their office employees. This desire for commercial training in the community brings the problem of setting up the commercial curriculum to the administrators and faculty of the junior college.

The problem of the faculty is to condense the curricula of the standard liberal arts course in commerce into two--instead of four-year units by judicious selection and adaptation. Technologically there may be scores of types of education for business. None of these can be pursued intensively. The training in business should ordinarily be such that the student may be prepared for a variety of choices when he enters upon his career. Emphasis will be laid upon training in such general subjects as economics, English, psychology, and sociology. The vocational feature may lead to specialized channels such as secretarial work, accounting, personnel work, marketing, etc. Let me repeat, the aim is not to produce economists or financiers, but to fit the training to the level of activity upon which the youth is naturally destined to enter.<sup>2</sup>

Seashore explains more fully his views on "fitting the training to the level of activity upon which the youth is naturally destined to enter."

We are now facing a new awakening to the effect that below the strictly professional we have the semi-professional and skilled occupations which demand education adapted to that large mass of our American people who are not going to be scholars but rather workers in their respective fields.<sup>3</sup>

It is concluded, therefore, that the junior college commercial department may render a desirable service to the

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<sup>2</sup>C. E. Seashore, The Junior College Movement, p. 64.

<sup>3</sup>C. E. Seashore, The Junior College Movement, 1940, quoted by James A. Starrak and Raymond M. Hughes, The New Junior College, p. 29.

community if those who set up the curriculum gear that curriculum to community needs.

A community survey is invaluable in setting up the curriculum, revising the curriculum, and inaugurating a vocational guidance program.

A local survey is not only desirable in revising the business curriculum, in deciding on equipment, and in setting up standards of achievement, but it is also almost indispensable in vocational guidance. For a school to inaugurate a vocational guidance program without knowing what initial jobs are available locally, what the requirements for those jobs are, and what the possibilities for advancement are, would be as sensible as inaugurating an educational guidance program which attempts to give students advice about preparing for various colleges without knowing the entrance requirements of the colleges concerned. Perhaps the most important factor in a vocational guidance program, as it applies to business vocations, is a knowledge of local jobs, their requirements, and the possibilities of advancement. A local survey will give this information.<sup>4</sup>

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<sup>4</sup>R. G. Walters, The Community Survey, pp. 6-7.

## CHAPTER II

### THE SURVEY OF BORGER, TEXAS, AND ADJACENT AREA

#### Types of Employment Units Surveyed

Borger, Texas, and the adjacent area, with a population of approximately twenty-six thousand, is the industrial center of the Texas Panhandle. The chief manufactured products of the area are refined petroleum, carbon black, butadiene, synthetic rubber, and printer's ink. In addition to being a trading center for industrial products, machinery, and tools, Borger supplies the industrial workers of the area and the wheat and cattle farmers of the central Panhandle with their needs of everyday life.

In selecting the sample of business establishments used in the survey, the following business classifications were used: construction, manufacturing, retail trade, wholesale trade, transportation, public utilities, communication, finance and insurance, professional and related services, and government agencies.

"Construction," the first of the ten classifications used, included a building house and a lumber yard.

The "transportation" category included the railroad and two truck lines.

"Communications" embraced the radio station, telephone company, and the telegraph office.

The "wholesale trade" classification was composed of a wholesale grocery company and a soft drink distributor.

Employing units under the "retail trade" grouping included a furniture store, a jeweler, and a department store. An automobile dealer was also included under this classification.

"Finance and insurance" was composed of two banks, one savings and loan association, and three insurance agencies.

"Manufacturing" was made up of three offices of the petroleum industry, including refining, carbon black and synthetic rubber.

The "professional" classification included the offices of a superintendent of schools, dean of the college, a school district tax collector, and the county hospital. A law office was also included in this classification.

"Government agencies" included the veterans' service office, the city tax office, the post office, and the state employment office.

The other unit surveyed was classified as "public utilities." This unit serves the community with natural gas and electricity.

These classifications resemble those established by the Bureau of Census but were modified to be more usable in surveying this particular community.<sup>1</sup>

#### Classification of Employee Units and Employees

Interest in the size of the unit lies chiefly in the number of personnel employed. As shown in Table 1, there are 440 persons employed in the offices of the units surveyed. Of this total, 80, or 18.2 per cent, are management personnel; 105, or 23.9 per cent, are secretarial and stenographic personnel; 67, or 15.2 per cent, are accounting personnel; 8, or 1.8 per cent, are office sales personnel; 180, or 40.9 per cent, are file clerks, general clerks, and other clerks.

It can be found that per unit there are on the average 2.4 persons engaged in management duties, 3 persons doing secretarial-stenographic work, 2 persons doing accounting work, .24 persons engaged in office-sales, and 5.5 persons are clerks.

Since all units surveyed do not have in their employ all five classifications, the data may be interpreted differently. The units employing such personnel have on the average 2.4 persons engaged in management, 4.5 persons doing secretarial-stenographic work, 3.5 persons in

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<sup>1</sup>Bureau of Census, County Data Book, A Supplement to the Statistical Abstract of the United States, p. viii.



TABLE 1

BORGER OFFICE EMPLOYEES CLASSIFIED ACCORDING  
TO TYPES OF EMPLOYMENT UNITS

| Type of<br>Employment Unit                  | Employees    |                    |              |                    |
|---|--------------|--------------------|--------------|--------------------|
|   | Management   |                    | Accounting   |                    |
|   | No.<br>Units | No. Em-<br>ployees | No.<br>Units | No. Em-<br>ployees |
| Construction                                | 2            | 4                  |              |                    |
| Manufacturing                               | 3            | 34                 | 2            | 36                 |
| Retail trade                                | 4            | 4                  | 5            | 10                 |
| Wholesale trade                             | 2            | 2                  | 1            | 2                  |
| Transportation                              | 3            | 3                  |              |                    |
| Public utilities                            | 1            | 2                  | 1            | 1                  |
| Communication                               | 3            | 3                  | 1            | 1                  |
| Finance, insurance,<br>and related services | 6            | 15                 | 5            | 12                 |
| Professional and<br>related services        | 5            | 6                  | 4            | 5                  |
| Government agencies                         | 4            | 7                  |              |                    |
| <b>Total</b>                                |              | <b>80</b>          |              | <b>67</b>          |
| <b>Percentage of<br/>total</b>              |              | <b>18.2</b>        |              | <b>15.2</b>        |

TABLE 1--Continued

| Employees                    |                    |              |                    |                             |                    | Total     |                    |
|------------------------------|--------------------|--------------|--------------------|-----------------------------|--------------------|-----------|--------------------|
| Secretarial and Stenographic |                    | Office-Sales |                    | File-General Clerks, Others |                    |           |                    |
| No. Units                    | No. Em-<br>ployees | No. Units    | No. Em-<br>ployees | No. Units                   | No. Em-<br>ployees | No. Units | No. Em-<br>ployees |
|                              |                    | 1            | 1                  |                             |                    | 2         | 5                  |
| 3                            | 68                 |              |                    | 3                           | 88                 |           | 226                |
| 3                            | 5                  |              |                    | 2                           | 4                  | 6         | 23                 |
|                              |                    |              |                    | 1                           | 1                  | 2         | 5                  |
| 2                            | 6                  |              |                    | 2                           | 9                  | 3         | 18                 |
| 1                            | 1                  |              |                    | 1                           | 7                  | 1         | 11                 |
| 3                            | 4                  | 1            | 2                  | 1                           | 5                  | 3         | 15                 |
| 5                            | 11                 | 3            | 5                  | 3                           | 23                 | 6         | 66                 |
| 4                            | 6                  |              |                    | 2                           | 3                  | 5         | 20                 |
| 3                            | 4                  |              |                    | 2                           | 40                 | 4         | 51                 |
|                              | 105                |              | 8                  |                             | 180                | 33        | 440                |
|                              | 23.9               |              | 1.8                |                             | 40.9               | 100.0     | 100.0              |

accounting, 1.6 persons doing office-sales work, and 10.6 persons employed as clerks.

#### Method of Securing Job Applicants

The prevalence of the long-standing custom of hiring one's friends is clearly shown in Table 2. The table shows that 45.5 per cent of the units surveyed find applicants for jobs through friends and employees. It should also be noted that 30.3 per cent of the firms surveyed find applicants among personal friends of management.

The survey indicates that visiting personnel offices and making application for employment is an effective way of acquiring a position. It was found that 30.3 per cent of the firms surveyed recruit candidates for positions through their own personnel offices.

In acquiring candidates for employment, school contacts are made by 24.5 per cent of the employment units surveyed; public employment agencies are used by 21.2 per cent of the units; and private employment agencies are used by 6 per cent of the units. Two units, or 6 per cent of the units polled, use competitive examinations to secure applicants. The United States Post Office uses Civil Service Examinations and the Texas Employment Commission makes use of Merit System Council Tests.

It is indicated by Table 2 that certain types of employment units in the Borger area use their own personnel

TABLE 2  
 SOURCES OF JOB APPLICANTS USED BY  
 BORGER EMPLOYMENT UNITS

| Type of<br>Employment<br>Unit                         | Public<br>Agencies         |             | Private<br>Agencies        |             | Want Ads                   |             |
|---|----------------------------|-------------|----------------------------|-------------|----------------------------|-------------|
|   | Units Using<br>This Source |             | Units Using<br>This Source |             | Units Using<br>This Source |             |
|   | Number                     | Per<br>Cent | Number                     | Per<br>Cent | Number                     | Per<br>Cent |
| Construction  | 1                          | 33.3        |                            |             |                            |             |
| Manufacturing   |                            |             |                            |             | 1                          | 12.5        |
| Retail trade  | 1                          | 12.5        |                            |             |                            |             |
| Wholesale trade                                       |                            |             |                            |             |                            |             |
| Transportation  |                            |             | 1                          | 20.0        |                            |             |
| Public utilities                                      | 1                          | 33.3        |                            |             |                            |             |
| Communication   | 1                          | 33.3        | 1                          | 33.3        |                            |             |
| Finance, insur-<br>ance, and<br>related ser-<br>vices | 3                          | 27.3        |                            |             |                            |             |
| Professional<br>and related<br>services               |                            |             |                            |             |                            |             |
| Government<br>agencies                                |                            |             |                            |             |                            |             |
| Total   | 7                          |             | 2                          |             | 1                          |             |
| Per cent<br>of units<br>surveyed                      | 22.2                       |             | 6                          |             | 3                          |             |

TABLE 2--Continued

| Own Personnel Office    |          | School Contacts         |          | Personal Acquaint.      |          | Friends, Employees      |          | Other Sources           |          |
|-------------------------|----------|-------------------------|----------|-------------------------|----------|-------------------------|----------|-------------------------|----------|
| Units Using This Source |          | Units Using This Source |          | Units Using This Source |          | Units Using This Source |          | Units Using This Source |          |
| Number                  | Per Cent | Number                  | Per Cent | Number                  | Per Cent | Number                  | Per Cent | Number                  | Per Cent |
| 1                       | 33.3     |                         |          | 1                       | 33.3     |                         |          |                         |          |
| 3                       | 37.5     | 1                       | 12.5     | 1                       | 12.5     | 2                       | 25.0     |                         |          |
|                         |          | 2                       | 25.0     | 2                       | 25.0     | 3                       | 37.5     |                         |          |
| 1                       | 50.0     |                         |          |                         |          | 1                       | 50.0     |                         |          |
| 1                       | 20.0     |                         |          | 1                       | 20.0     | 2                       | 40.0     |                         |          |
| 2                       | 66.6     |                         |          |                         |          |                         |          |                         |          |
| 1                       | 33.3     |                         |          |                         |          |                         |          |                         |          |
| 1                       | 9.0      | 3                       | 27.3     | 2                       | 18.2     | 2                       | 18.2     |                         |          |
|                         |          | 2                       | 25.0     | 2                       | 25.0     | 4                       | 50.0     |                         |          |
|                         |          |                         |          | 1                       | 25.0     | 1                       | 25.0     | 2                       | 50.0     |
| 10                      |          | 8                       |          | 10                      |          | 15                      |          | 2                       |          |
|                         |          | 24.5                    |          | 30.3                    |          | 45.5                    |          | 6.0                     |          |

offices for securing job applicants. Other types of units were found to rely on friends, acquaintances, and employees to furnish prospective employees.

The public utilities unit rated its own personnel office as 66.6 per cent of its sources of prospective employees. On the other hand, use of this source was not indicated by retail trade, professional firms, or government agencies. It was found that retail trade, professional firms, and government agencies secure many applicants through friends, acquaintances, and employees. Public utilities indicated no use of this source.

#### Method of Selection

The long-used and still most popular method of hiring and placing is the personal interview. Table 3 shows that 57.6 per cent of the firms surveyed make use of this method.

The interview is one of the most commonly used methods of seeking to derive information from job applicants. It is a face-to-face, question-and-answer, and personal appraisal method of evaluating the applicant. Usually, it is more than a means of getting information--it involves giving information that will help the applicant make up his mind about the company. Hence, there is usually an element of counseling in interviewing and the latter term is commonly used to cover getting and giving information.<sup>2</sup>

In nineteen of the thirty-three units surveyed, employees are placed on a trial basis. These employers seem

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<sup>2</sup>Michael A. Jucius, Personnel Management, p. 175.

to be of the opinion that trial employment is a more reliable indicator of ability than a favorable application, school evaluation, or some form of test.

It was found, however, that four firms were making use of tests in placement of employees. The largest industrial firm in the area gives each new employee a battery of tests. These tests include the Illinois Personnel Test, the Minnesota Clerical Test, and intelligence tests and spelling tests for stenographers and typists.

Table 3 indicates that 90.9 per cent of the employers surveyed make no effort to contact schools for a rating of the prospective employee. This is a much higher percentage than was found in a survey of near-by Amarillo.<sup>3</sup> This may be explained by the fact that workers of all types are scarce in the area. It is also true that many of the prospective employees in the area are new residents; therefore, checking distant school records would necessitate some delay in employment.

Three large employment units expressed the desire to receive aid from the schools, both in evaluations of prospective employees and as a source of job applicants.

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<sup>3</sup> John F. Balderson, "Survey of Employment Criteria and Recommended Adult Commercial Education Program at Amarillo College, Amarillo, Texas," Unpublished Master's thesis, School of Business Administration, North Texas State College, 1950, p. 12.

TABLE 3

METHODS OF HIRING AND PLACING EMPLOYEES USED BY BORGER EMPLOYMENT UNITS

| Type of Employment Unit                 | Favorable Application Employers Using Method |          | Favorable School Evaluation Employers Using Method |          | Interviewing and Counseling Employers Using Method |          | Testing Employers Using Method |          | Trial Employment Units Using Method |          |
|---|--|----------|--|----------|--|----------|--------------------------------|----------|-------------------------------------|----------|
|   | Number                                       | Per Cent | Number   | Per Cent | Number   | Per Cent | Number                         | Per Cent | Number                              | Per Cent |
|   |  |          |  |          |  |          |                                |          |                                     |          |
| Construction                            |  |          |  |          | 2  | 66.6     |                                |          | 1                                   | 33.3     |
| Manufacturing                           |  |          |  |          | 1  | 25.0     |                                | 1        | 2                                   | 50.0     |
| Retail trade                            |  |          |  |          |  |          |                                |          | 4                                   | 100.0    |
| Wholesale trade                         |  |          |  |          | 1  | 25.0     |                                | 1        | 2                                   | 50.0     |
| Transportation                          |  |          |  |          | 2  | 66.6     |                                |          | 1                                   | 33.3     |
| Public utilities                        | 1  | 25.0     |  |          | 1  | 25.0     |                                |          | 2                                   | 50.0     |
| Communication                           | 1  | 20.0     | 1  | 20.0     | 2  | 40.0     |                                |          | 1                                   | 20.0     |
| Finance, Insurance and related services |  |          |  |          | 6  | 66.6     |                                |          | 3                                   | 33.3     |
| Professional and related services       |  |          | 1  | 20.0     | 3  | 60.0     |                                |          | 1                                   | 20.0     |
| Government agencies                     | 1  | 16.6     | 1  | 16.6     | 1  | 16.6     | 2                              | 33.3     | 1                                   | 16.6     |
| Total                                   | 3  |          | 3  |          | 19   |          | 4                              |          | 18                                  |          |
| Percentage of units                     | 9.9  |          | 9.1  |          | 57.6   |          | 12.1                           |          | 54.6                                |          |



These units stated that if a placement service were established at the college, they would make use of it. No formal training programs for employees are being used by the thirty-three employment units surveyed in the Borger area.

#### Important Personal Traits of the Employee

Good personal qualities make the successful man--the sought-after employee.

R. S. Wilson, vice-president in charge of sales, the Goodyear Tire and Rubber Company, asked 500 experienced purchasing agents of important corporations this simple question: "Think specifically of the best salesman representing any company who calls on you and tell us briefly why you consider him the best."

Over 50 per cent of the reasons given--as to why the best salesman was best--dealt with the man himself. Not entertainment, not knowledge of the product sold, not even service to the customers he sold. Just the man himself. These purchasing agents used, over and over, such descriptive terms as "honest," "dependable," "considerate," "sincere," "friendly," "loves his job," "intelligent."<sup>4</sup>

The information gathered regarding social traits was obtained by questioning employers about behavior, grooming, appropriate wearing apparel, etiquette, and poise of their present employees. As may be seen in Table 4, of the thirty-three firms questioned, twenty-seven rated their present employees as "good" on the behavior item, five firms rated their employees as fair, and one firm said, "does not apply."

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<sup>4</sup>Frederic A. Russell and Frank H. Beach, Textbook of Salesmanship, p. 91.

TABLE 4

SOCIAL TRAITS OF PRESENT EMPLOYEES AS EVALUATED  
BY BORGER EMPLOYMENT UNITS

| Social Traits               | Number of Unit Evaluations |      |      |                |
|-----------------------------|----------------------------|------|------|----------------|
|                             | Good                       | Fair | Poor | Does Not Apply |
| Behavior                    | 27                         | 5    |      | 1              |
| Grooming                    | 27                         | 4    | 1    | 1              |
| Appropriate wearing apparel | 27                         | 5    |      | 1              |
| Etiquette                   | 23                         | 6    |      | 4              |
| Poise                       | 23                         | 5    |      | 5              |

Twenty-seven of the thirty-three firms rated their employees "good" on both grooming and appropriate wearing apparel, two closely related qualities for good appearance.

Some employers complained that women employees often wear clothing which is "too attractive" rather than neat and tailored. Other employers said that men employees, whose work requires them to be well dressed, wear sport shirts at times.

Etiquette and poise were also given a good rating. Twenty-three units reported their employees as "good" so far as these qualities are concerned. Those units stating "does not apply" on social traits said they do not value employees on these bases.

It may be concluded from the data obtained that the majority of the employers surveyed in the Borger area are pleased with the social traits of their employees.

According to Table 5, over 50 per cent of the employers surveyed in the Borger area rated their employees "good" on the following: ability to follow instructions, ability to work with others, ability to do supervised work, attitude toward work in quantity and quality, attendance and punctuality, adherence to regulations of the company, and willingness to start in junior positions.

It should be noted that several traits were ranked below "good" by a majority of the employers. These included ability to do non-supervised work, ability to express themselves in words, ability to express themselves in writing, ability to spell, and the ability to perform necessary mathematical computations. Although employers were not asked about handwriting, some mentioned poor handwriting along with poor spelling and lack of ability to perform simple mathematical computations.

Employers blamed both schools and parents for unsatisfactory work traits of employees. It seemed, however, that most employers felt that the great number of jobs available, the scarcity of prospective employees, and unionization are the real reasons for poor work.

TABLE 5

WORK TRAITS OF PRESENT EMPLOYEES AS EVALUATED  
BY BORGER EMPLOYMENT UNITS

| Work Traits                                  | Good      | Fair      | Poor      | Does Not Apply |
|--|-----------|-----------|-----------|----------------|
|  | No. Units | No. Units | No. Units | No. Units      |
| Ability to follow instructions               | 21        | 8         | 2         | 2              |
| Ability to work with others                  | 25        | 3         | 1         | 4              |
| Ability to do supervised work                | 25        | 4         |           | 4              |
| Ability to do non-supervised work            | 12        | 14        | 2         | 5              |
| Ability to express themselves in words       | 13        | 14        |           | 6              |
| Ability to express themselves in writing     | 9         | 12        | 2         | 10             |
| Attitude toward work in quantity and quality | 19        | 12        | 1         | 1              |
| Attendance and punctuality                   | 25        | 5         |           | 3              |
| Adherence to the regulations of the company  | 27        | 2         | 1         | 3              |
| Willingness to start in a junior position    | 21        | 1         | 1         | 10             |
| Ability to spell correctly                   | 9         | 17        | 5         | 2              |
| Ability to perform mathematical computations | 15        | 13        | 4         | 1              |

Firms stating "does not apply" in answer to questions regarding some work traits did not have work which would indicate an answer.

The results of the survey indicate that there is room for improvement on work habits and skills. Frank Phillips College should recognize these needs and attempt to bring about improvement of its commercial students along these lines.

Instruction should, in every way possible, attempt to improve student attitudes toward work.

The importance of one's attitude toward work can hardly be overestimated. If we believe that work is a curse transmitted to us because of the disobedience of Adam, we are likely to spend a large part of our days in wretchedness. If, however, we as suggested by Jesus in the statement, "My Father worketh, and I work," we have a conception of work and of life that will bring joy instead of vexation of spirit. In the one case we shall look upon work as a curse or a penalty to be paid, in the other, as a joy and a privilege.<sup>5</sup>

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<sup>5</sup>Charles L. Robbins, The Will to Work, p. 2.

## CHAPTER III

### EVALUATION OF MANAGERIAL PERSONNEL

The purpose of this chapter is to show data obtained from Borger employing units pertaining to the education, experience, ability, and other requirements for the employment of managerial personnel. Although it is unlikely that a large management training program could be undertaken by the junior college, the application of tool courses should be stressed. If found desirable, basic courses in management might be added to the business curriculum.

#### Requirements of Employment

Educational requirements.--Table 6 shows that educational requirements are high for employees who fill managerial positions in employment units of the Borger area. It was found that twenty-three, or 69.7 per cent of the units surveyed, require that management personnel have two or more years of college education. Three employment units were found to be of such a nature that personnel must have had specialized graduate study to fill management positions.

A large group of fifteen employing units, 45.4 per cent of the total, requires that their fifty-five management personnel be senior college graduates. This group represents

TABLE 6

LEVELS OF EDUCATION REQUIRED FOR MANAGERIAL EMPLOYMENT  
BY BORGER EMPLOYMENT UNITS

| Type of<br>Employment<br>Unit                         | High School,<br>General<br>Education |                    | High School,<br>Business<br>Training |                    | Business<br>College |                    |
|---|--------------------------------------|--------------------|--------------------------------------|--------------------|---------------------|--------------------|
|   | No.<br>Units                         | No. Em-<br>ployees | No.<br>Units                         | No. Em-<br>ployees | No.<br>Units        | No. Em-<br>ployees |
| Construction  |                                      |                    | 1                                    | 2                  |                     |                    |
| Manufacturing   |                                      |                    |                                      |                    |                     |                    |
| Retail trade  | 3                                    | 3                  |                                      |                    |                     |                    |
| Wholesale trade                                       | 1                                    | 1                  | 1                                    | 1                  |                     |                    |
| Transportation  | 3                                    | 3                  |                                      |                    |                     |                    |
| Public<br>utilities                                   |                                      |                    |                                      |                    |                     |                    |
| Communication   | 1                                    | 1                  |                                      |                    |                     |                    |
| Finance, in-<br>surance, and<br>related ser-<br>vices |                                      |                    |                                      |                    |                     |                    |
| Professional<br>and related<br>services               |                                      |                    |                                      |                    |                     |                    |
| Government<br>agencies                                |                                      |                    |                                      |                    |                     |                    |
| Total   | 8                                    | 8                  | 2                                    | 3                  |                     |                    |
| Percentage<br>of total                                | 24.2                                 | 10.0               | 6.1                                  | 3.7                |                     |                    |

TABLE 6--Continued

| Junior College |                    | Senior College or University |                    | Specialized Graduate Study |                    | Total     |                    |
|----------------|--------------------|------------------------------|--------------------|----------------------------|--------------------|-----------|--------------------|
| No. Units      | No. Em-<br>ployees | No. Units                    | No. Em-<br>ployees | No. Units                  | No. Em-<br>ployees | No. Units | No. Em-<br>ployees |
| 1              | 2                  |                              |                    |                            |                    | 2         | 4                  |
|                |                    | 3                            | 34                 |                            |                    | 3         | 34                 |
|                |                    | 1                            | 1                  |                            |                    | 4         | 4                  |
|                |                    |                              |                    |                            |                    | 2         | 2                  |
|                |                    |                              |                    |                            |                    | 3         | 3                  |
|                |                    | 1                            | 2                  |                            |                    | 1         | 2                  |
|                |                    | 2                            | 2                  |                            |                    | 3         | 3                  |
|                |                    |                              |                    |                            |                    |           |                    |
| 4              | 8                  | 2                            | 7                  |                            |                    | 6         | 15                 |
|                |                    | 2                            | 2                  | 3                          | 4                  | 5         | 6                  |
|                |                    | 4                            | 7                  |                            |                    | 4         | 7                  |
| 5              | 10                 | 15                           | 55                 | 3                          | 4                  | 33        | 80                 |
| 15.2           | 12.5               | 45.4                         | 68.8               | 9.1                        | 5.0                | 100.0     | 100.0              |



68.8 per cent of the management personnel surveyed. This group was made up, for the most part, of finance, insurance, communication, public utilities, and manufacturing managers.

Some construction, finance, and insurance companies require junior college education for management. This group consisted of five units, or 15.2 per cent of the total, and employed ten, or 12.5 per cent, of the employees surveyed.

Eight units, employing eight management personnel, were found to require only general high school education for these people. Two other units, employing three management personnel, were found to require high school graduates with business training for management positions.

Experience requirements.--Experience requirements were found to be rigid for management personnel in all employment units surveyed in the Borger area. Table 7 shows that nineteen, or 57.6 per cent, of the thirty-three units surveyed, require their management personnel to have more than five years of experience in their respective type of business. It may be interesting to note that this group of units employs 75 per cent of the management personnel covered by this Borger survey.

It was found that five years of experience are required for management personnel by six, or 18.2 per cent, of the units which employ ten, or 12.5 per cent of the management personnel polled. Four units, or 12.1 per cent of the total

TABLE 7

EXPERIENCE REQUIRED FOR MANAGERIAL EMPLOYMENT BY  
BORGER EMPLOYMENT UNITS

| Type of Employment Unit                        | None        |                    | One Year  |                    |
|--|-------------|--------------------|-----------|--------------------|
|  | No. Units   | No. Em-<br>ployees | No. Units | No. Em-<br>ployees |
| Construction                                   | 1           | 2                  |           |                    |
| Manufacturing                                  |             |                    |           |                    |
| Retail trade                                   |             |                    |           |                    |
| Wholesale trade                                |             |                    |           |                    |
| Transportation                                 | 1           | 1                  |           |                    |
| Public utilities                               |             |                    |           |                    |
| Communication                                  |             |                    |           |                    |
| Finance, insurance,<br>and related<br>services |             |                    |           |                    |
| Professional and<br>related services           | 2           | 3                  |           |                    |
| Government agencies                            |             |                    |           |                    |
| <b>Total</b>                                   | <b>4</b>    | <b>6</b>           |           |                    |
| <b>Percentage of<br/>total</b>                 | <b>12.1</b> | <b>7.5</b>         |           |                    |

TABLE 7--Continued

| Two Years    |                    | Five Years   |                    | More Than<br>Five Years |                    | Total        |                    |
|--------------|--------------------|--------------|--------------------|-------------------------|--------------------|--------------|--------------------|
| No.<br>Units | No. Em-<br>ployees | No.<br>Units | No. Em-<br>ployees | No.<br>Units            | No. Em-<br>ployees | No.<br>Units | No. Em-<br>ployees |
|              |                    | 1            | 2                  |                         |                    | 2            | 4                  |
|              |                    |              |                    | 3                       | 34                 | 3            | 34                 |
|              |                    |              |                    | 4                       | 4                  | 4            | 4                  |
| 1            | 1                  |              |                    | 1                       | 1                  | 2            | 2                  |
|              |                    | 2            | 2                  |                         |                    | 3            | 3                  |
|              |                    |              |                    | 1                       | 2                  | 1            | 2                  |
| 1            | 1                  |              |                    | 2                       | 2                  | 3            | 3                  |
|              |                    |              |                    |                         |                    |              |                    |
|              |                    | 2            | 2                  | 4                       | 13                 | 6            | 15                 |
|              |                    |              |                    | 3                       | 3                  | 5            | 6                  |
| 2            | 2                  | 1            | 4                  | 1                       | 1                  | 4            | 7                  |
| 4            | 4                  | 6            | 10                 | 19                      | 60                 | 33           | 80                 |
| 12.1         | 5.0                | 18.2         | 12.5               | 57.6                    | 75.0               | 100.0        | 100.0              |

group, require two years of experience in their respective fields for the employment of management personnel. The remaining four units were of such nature that experience is not required for management personnel.

It was found that twenty-one units prefer management personnel who have had previous experience in directing and supervising others. Five of the twenty-one units stated that they also desire college training in scientific management as well as experience.

Ability requirements.--It is apparent that most employers do desire experienced and well-educated employees for managerial work. They are desirous of improving the efficiency of their business through improved management.

Management personnel of offices need more than education and experience--they must have that intangible ability called leadership.<sup>1</sup> Managers themselves believe the following qualities are essential to one who wishes to be successful in managerial work:

1. Excellent knowledge of human nature.
2. Organizing ability
3. Tact
4. Strong personality
5. Sense of justice
6. Experience in the work
7. Tolerance
8. Scientific mind

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<sup>1</sup>John H. MacDonald, Office Management, p. 15.

9. Capacity for work
10. Initiative and aggressiveness
11. Accounting training
12. Executive ability
13. Leadership ability
14. Self-control
15. Ability to inspire confidence
16. Ability to think constructively
17. Honesty
18. Command of details
19. Open-mindedness
20. Concentration
21. Intelligence
22. Vision<sup>2</sup>

Other requirements.--In addition to the qualities previously named, the manager must have interest. He must be interested in his company, in his particular job for that company, and in the employees under his supervision. All the ability a manager may have is not effective unless he is really interested in using this ability unselfishly.

Management should be interested in community affairs. Too few men of ability, such as management must have, realize how much good will, good business, and recognition they can create for their company and themselves by taking an active part in civic improvement.

#### Recommended Course of Study

Employment units were asked to state some academic courses in which their management personnel should acquire additional training. In many instances the interviewer had

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<sup>2</sup>John H. MacDonald, Office Management, p. 16, quoting Matthew Keany and Phillip A. Lamb, The Status of the Office Manager, p. 67.

to put before the interviewee a list of courses to get an answer to this question. Some of the courses were "news" to the employers since the management curriculum is relatively new. The employers suggested many of the "staple" courses and whole-heartedly recommended all management courses that their management personnel or future management personnel might have an opportunity to study.

Specifically recommended, as shown by Table 8, was a course in personnel management or employee supervision. The twenty-four employers suggesting this course apparently recognize the need for improvement in personnel records and techniques; in allied fields such as sociology, mental hygiene, psychiatry, and psychology; and in labor economics. Personnel management study enables one to start operation of a specialized department which will contribute to the solution of labor problems.<sup>3</sup>

Accounting was emphasized by eight employers as being a subject in which management should be well trained. It is necessary in managing any business to have an objective. Through knowledge of accounting an objective, the budget, can be set up. Accounting enables management to interpret the results of operations and to establish the financial status of the business.

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<sup>3</sup>Michael H. Jucius, Personnel Management, p. 5.

TABLE 8

COURSE RECOMMENDATIONS FOR MANAGEMENT PERSONNEL  
MADE BY BORGER EMPLOYMENT UNITS

| Type of Course                    | Number of Units<br>Recommending Course |
|-----------------------------------|--|
| Personnel Management . . . . .    | 24                                     |
| Business Organization . . . . .   | 6                                      |
| Accounting . . . . .              | 8                                      |
| Taxation . . . . .                | 4                                      |
| Business Letter Writing . . . . . | 18                                     |
| Business Speech . . . . .         | 10                                     |

Business letter writing was recommended by eighteen employers. Top management feels that the ability to dictate a good business letter quickly could save much valuable time.

The ability to deliver an effective speech is a necessity for one in a managerial position. One who can deliver an effective speech can convey ideas in conference meetings, can gain the confidence and respect of employees, and can gain much good will for his company by speaking before civic and professional groups. These were the beliefs of the employers surveyed.

The growing problem of taxation led several employers to suggest the study of taxation for prospective managerial personnel. Others recommended a general course in business organization and management.

The following course of study is recommended for students of Frank Phillips College who wish to prepare for a future in management and also to meet the requirements for graduation with the Associate of Arts degree.

1. Business Mathematics, 3 semester hours
2. Accounting, 3 semester hours
3. English, 12 semester hours
4. Mathematics, 6 semester hours
5. Government, 6 semester hours
6. Economics, 6 semester hours
7. Business and Professional Speaking, 3 semester hours
8. Business Organization and Management, 3 semester hours
9. Business Law, 3 semester hours
10. Salesmanship, 3 semester hours
11. Introduction to Business, 3 semester hours
12. Typewriting, 6 semester hours
13. Physical education, 2 semester hours



## CHAPTER IV

### EVALUATION OF ACCOUNTING PERSONNEL

This chapter presents data obtained from Berger employment units in regard to hiring requirements for accounting personnel. It should be borne in mind that the term "accounting personnel," as used here, includes both bookkeepers and accountants. No attempt has been made here to separate the two because it is difficult to find "pure" bookkeepers and "pure" accountants employed in business offices.

#### Requirements for Employment

Educational requirements.--Educational requirements for accounting personnel in the Berger area may be found in Table 9. Of the twenty firms surveyed which employ accounting personnel, eight, or 40 per cent of the total, require only a high school general education for placement. These eight units employ seventeen, or 25.4 per cent of the total number of accounting employees considered in this survey.

A smaller group of units, employing a slightly greater number of personnel, require accounting personnel to have a high school education with business training for employment. This group of four, or 20 per cent of the units, employs nineteen, or 28.3 per cent of the personnel.

TABLE 9

LEVELS OF EDUCATION REQUIRED FOR ACCOUNTING EMPLOYMENT  
BY BORGER EMPLOYMENT UNITS

| Type of<br>Employment<br>Unit                      | High School,<br>General<br>Education |                    | High School,<br>Business<br>Training |                    | Business<br>College |                    |
|--|--------------------------------------|--------------------|--------------------------------------|--------------------|---------------------|--------------------|
|  | No.<br>Units                         | No. Em-<br>ployees | No.<br>Units                         | No. Em-<br>ployees | No.<br>Units        | No. Em-<br>ployees |
| Construction                                       | 1                                    | 2                  |                                      |                    |                     |                    |
| Manufacturing                                      |                                      |                    | 1                                    | 12                 |                     |                    |
| Retail trade                                       | 3                                    | 7                  |                                      |                    |                     |                    |
| Wholesale trade                                    | 1                                    | 2                  |                                      |                    |                     |                    |
| Transportation                                     |                                      |                    |                                      |                    |                     |                    |
| Public utilities                                   |                                      |                    |                                      |                    |                     |                    |
| Communication                                      | 1                                    | 1                  |                                      |                    |                     |                    |
| Finance, insur-<br>ance, and re-<br>lated services | 2                                    | 5                  | 2                                    | 6                  | 1                   | 1                  |
| Professional and<br>related ser-<br>vices          |                                      |                    | 1                                    | 1                  |                     |                    |
| Government<br>agencies                             |                                      |                    |                                      |                    |                     |                    |
| Total  | 8                                    | 17                 | 4                                    | 19                 | 1                   | 1                  |
| Percentage<br>of total                             | 40.0                                 | 25.4               | 20.0                                 | 28.3               | 5.0                 | 1.5                |

TABLE 9--Continued

| Junior College |                    | Senior College or University |                    | Specialized Graduate Study |                    | Total     |                    |
|----------------|--------------------|------------------------------|--------------------|----------------------------|--------------------|-----------|--------------------|
| No. Units      | No. Em-<br>ployees | No. Units                    | No. Em-<br>ployees | No. Units                  | No. Em-<br>ployees | No. Units | No. Em-<br>ployees |
|                |                    |                              |                    |                            |                    | 1         | 2                  |
|                |                    | 1                            | 24                 |                            |                    | 2         | 36                 |
| 1              | 1                  |                              |                    |                            |                    | 4         | 8                  |
|                |                    |                              |                    |                            |                    | 1         | 2                  |
|                |                    | 1                            | 1                  |                            |                    | 2         | 1                  |
|                |                    |                              |                    |                            |                    | 1         | 1                  |
|                |                    |                              |                    |                            |                    | 5         | 12                 |
| 2              | 2                  | 1                            | 1                  |                            |                    | 4         | 4                  |
|                |                    | 1                            | 1                  |                            |                    | 1         | 1                  |
| 3              | 3                  | 4                            | 27                 |                            |                    | 20        | 67                 |
| 15.0           | 4.5                | 20.0                         | 40.3               |                            |                    | 100.0     | 100.0              |

One unit, which employs one accountant, requires business college training for placement in that position. Three employment units, or 15 per cent of the total polled, require a junior college education for their accounting personnel. These three units employ three, or 4.5 per cent, of the accounting employees considered in this survey.

Four units, requiring accounting personnel who are senior college graduates, were found to be the employers of the largest group of accountants. They were found to employ twenty-seven accounting personnel, or 40.3 per cent of the total number surveyed.

Experience requirements.--Experience requirements for accounting personnel were found to be more lenient than the training requirements. According to Table 10, only one employment unit, employing only one accounting employee, was found to require more than two years of accounting experience for the employment of personnel. This unit was the public utility firm whose accounting system is very complex. The system requires personnel with more than five years of accounting experience.

Eleven of the units surveyed, which employ 85.1 per cent of the total accounting employees, require no accounting experience for placement. Four units, employing five accounting personnel, were found to require one year of experience for placement. Another group of four units, which employ four personnel, require two years' experience.

TABLE 10

EXPERIENCE REQUIRED FOR ACCOUNTING EMPLOYMENT  
BY BORGER EMPLOYMENT UNITS

| Type of<br>Employment<br>Unit               | None         |                    | One Year     |                    |
|---|--------------|--------------------|--------------|--------------------|
|   | No.<br>Units | No. Em-<br>ployees | No.<br>Units | No. Em-<br>ployees |
| Construction                                | 1            | 2                  |              |                    |
| Manufacturing                               | 2            | 36                 |              |                    |
| Retail trade                                | 3            | 7                  | 1            | 1                  |
| Wholesale trade                             |              |                    | 1            | 2                  |
| Transportation                              |              |                    |              |                    |
| Public utilities                            |              |                    |              |                    |
| Communication                               |              |                    |              |                    |
| Finance, insurance, and<br>related services | 2            | 9                  | 1            | 1                  |
| Professional and re-<br>lated services      | 2            | 2                  | 1            | 1                  |
| Government agencies                         | 1            | 1                  |              |                    |
| <b>Total</b>                                | <b>11</b>    | <b>57</b>          | <b>4</b>     | <b>5</b>           |
| <b>Percentage of total</b>                  | <b>55.0</b>  | <b>85.1</b>        | <b>20.0</b>  | <b>7.5</b>         |

TABLE 10--Continued

| Two Years    |                    | Five Years   |                    | More Than<br>Five Years |                    | Total        |                    |
|--------------|--------------------|--------------|--------------------|-------------------------|--------------------|--------------|--------------------|
| No.<br>Units | No. Em-<br>ployees | No.<br>Units | No. Em-<br>ployees | No.<br>Units            | No. Em-<br>ployees | No.<br>Units | No. Em-<br>ployees |
|              |                    |              |                    |                         |                    | 1            | 2                  |
|              |                    |              |                    |                         |                    | 2            | 36                 |
|              |                    |              |                    |                         |                    | 4            | 8                  |
|              |                    |              |                    |                         |                    | 1            | 2                  |
|              |                    |              |                    | 1                       | 1                  | 1            | 1                  |
| 1            | 1                  |              |                    |                         |                    | 1            | 1                  |
| 2            | 2                  |              |                    |                         |                    | 5            | 12                 |
| 1            | 1                  |              |                    |                         |                    | 4            | 4                  |
|              |                    |              |                    |                         |                    | 1            | 1                  |
| 4            | 4                  |              |                    | 1                       | 1                  | 20           | 67                 |
| 20.0         | 5.9                |              |                    | 5.0                     | 1.5                | 100.0        | 100.0              |

Most units which specified their educational requirement to be the completion of junior or senior college, specified no experience requirements. Those units which require high school training for accounting personnel generally require one or two years of accounting experience.

It is evident that employers will accept personnel with either accounting training or experience. They are interested in the quantity and the quality of work the personnel can do--not where or how they learned to do it.

Some of the units which indicated that experience is not necessary for accounting work in their units stated that they preferred to hire people who have had no experience but who know basic principles. Training these people to fit into their situation is made easier because it is not necessary to "untrain" them from their previous jobs.

Ability requirements.--Table 11 shows the ability requirements of accounting personnel in the Berger area at the time they are hired. It is revealed by the table that only four, or 17.4 per cent, of the employers desire personnel with extensive knowledge of accounting. Nine of the employment units, or 39.1 per cent, stated that an understanding of accounting principles is required for employment. Ten, or 43.5 per cent, stated that only aptitude which indicates ability to learn their system is needed.

TABLE 11  
ACCOUNTING ABILITY REQUIRED FOR EMPLOYMENT  
BY BORGER EMPLOYMENT UNITS

| Degree of Ability  | Number of Units<br>Requiring This Ability | Percentage<br>of Total |
|--|---|------------------------|
| Extensive knowledge of<br>accounting   | 4   | 17.4                   |
| Understanding of ac-<br>counting principles                                      | 9   | 29.1                   |
| Aptitude which indicates<br>ability to learn the<br>system of accounting<br>used | 10  | 43.5                   |

Other requirements.--An aspirant to success in the field of accounting must be intelligent, possess a mind which is capable of analyzing many problems, have a vivid imagination, and feel at home in a field where facts are almost wholly expressed in figures.

Good health is necessary for the bookkeeper or accountant. There are times when demands on the physical system are very trying and difficulties and problems arise which require long hours of strenuous work. Good eyesight is equally as important as good health.<sup>1</sup>

Several years ago the American Institute of Accountants gave these qualifications for the person who wishes to make accounting his career:

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<sup>1</sup>Thomas W. Byrnes and K. Lanneau Baker, Do You Want to Become an Accountant?, pp. 26-27.



1. An appreciation of the necessity for conscientious, painstaking, and accurate labor, even when working without direct supervision.
2. Natural aptitude for analysis and synthesis.
3. Ability to assemble and base ideas on unrelated facts; to interpret their significance and express conclusions in correct and accurate language.
4. A sense of perspective which will not be distorted by proximity of minor details.
5. Great respect for mathematical accuracy.
6. Poise, tact and breadth of view which will make contact with men of affairs agreeable; a pleasing personality; and a bearing which will induce respect.
7. Ability to absorb confidential information without divulging it in any manner to others.<sup>2</sup>

Any person hoping to attain real success in the accounting profession must display the same attitude toward accountancy that the physician, the lawyer, or the engineer displays toward his profession--a willingness to continue with his life work, even at the cost of monetary sacrifice, especially during the early part of his career, and to expend a great amount of time and effort in acquiring the proficiency that can come only as a result of experience in actual practice.<sup>3</sup>

#### Recommended Course of Study

Employment units of the Borger area, employing accounting personnel, were asked to suggest academic courses which would be helpful to their present employees in the work they

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<sup>2</sup>Ibid., p. 27.

<sup>3</sup>Ibid., pp. 27-28.

are doing. Ten units expressed the opinion that a more thorough knowledge of accounting principles would be helpful. Anyone who performs an accounting function can do a better job if he has sufficient knowledge of the accounting cycle to know how the function he performs fits into the cycle.

Four employing units stated that their employees need more knowledge of business mathematics. Financial concerns found that their employees could not figure simple or compound interest with accuracy. A manufacturer mentioned depreciation as being a problem to his accounting personnel. This indicates that it might be advisable to make a course in business mathematics a prerequisite for the course in accounting principles offered by the college.

Two employers stated that their accounting employees did not have a real understanding of payroll deductions. A student who has completed a good course in accounting principles or business mathematics should have a complete understanding of payroll problems.

Employers stated that some accounting employees cannot use adding machines and calculators with speed and accuracy; therefore, much valuable time is lost. This would not be the case if these people had or could have some training in office machine operation.

Retailers cited the need for training in credit procedures. Although the junior college in the area does not have such a course in its curriculum, much information concerning this problem is included in the accounting principles course offered.

Table 12 shows the course recommendations for accounting personnel which were made by the Borger employment units.

TABLE 12

COURSE RECOMMENDATIONS FOR ACCOUNTING PERSONNEL  
MADE BY BORGER EMPLOYMENT UNITS

| Type of Course                  | Number of Units<br>Recommending Course |
|---------------------------------|--|
| Accounting Principles . . . . . | 10                                     |
| Advanced Accounting . . . . .   | 1                                      |
| Cost Accounting . . . . .       | 0                                      |
| Business Mathematics . . . . .  | 4                                      |
| Payroll Accounting . . . . .    | 2                                      |
| Income Taxes . . . . .          | 3                                      |
| Business Machines . . . . .     | 2                                      |
| Credit Procedures . . . . .     | 4                                      |
| Posting Machines . . . . .      | 1                                      |

With the present curriculum, and taking into consideration the results of this survey, the following course of study is recommended for students of Frank Phillips College

who wish to graduate from that institution and to secure accounting or bookkeeping employment in the area:

1. Accounting Principles, 3 semester hours
2. Business Mathematics, 3 semester hours
3. Introduction to Business, 3 semester hours
4. Principles of Economics, 6 semester hours
5. Business Law, 3 semester hours
6. English, 12 semester hours
7. Government, 6 semester hours
8. Mathematics, 6 semester hours
9. Typewriting, 6 semester hours
10. Business Organization and Management, 3 semester hours
11. Business Speech, 3 semester hours
12. Electives, 3 semester hours
13. Physical education, 2 semester hours

## CHAPTER V

### EVALUATION OF SECRETARIAL AND STENOGRAPHIC PERSONNEL

It is the purpose of this chapter to show data obtained from Borger employers in regard to education, experience, and skill required for placement of secretarial and stenographic personnel. Other requirements of secretarial and stenographic personnel will be reviewed and the course of study recommended by Borger employers will be presented. Finally, taking these recommendations into consideration, a course of study for secretarial and stenographic students at Frank Phillips College will be outlined.

#### Requirements for Employment

Educational requirements.--Table 13 shows that the largest group of employers surveyed, nine, or 37.5 per cent, prefer secretaries and stenographers with two years of college training. This group has in its employ only twelve, or 11.4 per cent, of the secretaries and stenographers covered by the survey. A smaller group of employers, eight, or 33.3 per cent, employs eighty-one, or 77.2 per cent, of

TABLE 13

LEVELS OF EDUCATION REQUIRED FOR SECRETARIAL AND STENOGRAPHIC  
EMPLOYMENT BY BORGER EMPLOYMENT UNITS

| Type of<br>Employment<br>Unit                      | High School,<br>General<br>Education |                    | High School,<br>Business<br>Training |                    | Business<br>College |                    |
|--|--------------------------------------|--------------------|--------------------------------------|--------------------|---------------------|--------------------|
|  | No.<br>Units                         | No. Em-<br>ployees | No.<br>Units                         | No. Em-<br>ployees | No.<br>Units        | No. Em-<br>ployees |
| Construction                                       |                                      |                    |                                      |                    |                     |                    |
| Manufacturing                                      |                                      |                    | 3                                    | 68                 |                     |                    |
| Retail trade                                       | 1                                    | 1                  | 1                                    | 3                  |                     |                    |
| Wholesale trade                                    |                                      |                    |                                      |                    |                     |                    |
| Transportation                                     | 1                                    | 1                  | 1                                    | 5                  |                     |                    |
| Public utilities                                   |                                      |                    | 1                                    | 1                  |                     |                    |
| Communication                                      | 1                                    | 2                  |                                      |                    | 1                   | 1                  |
| Finance, insur-<br>ance, and re-<br>lated services | 2                                    | 4                  | 1                                    | 2                  | 1                   | 3                  |
| Professional<br>and related<br>services            |                                      |                    | 1                                    | 2                  |                     |                    |
| Government<br>agencies                             |                                      |                    |                                      |                    |                     |                    |
| Total  | 5                                    | 8                  | 8                                    | 81                 | 2                   | 4                  |
| Percentage<br>of total                             | 20.8                                 | 7.6                | 33.3                                 | 77.2               | 8.4                 | 3.8                |

TABLE 13--Continued

| Junior College |                    | Senior College or University |                    | Specialized Graduate Study |                    | Total     |                    |
|----------------|--------------------|------------------------------|--------------------|----------------------------|--------------------|-----------|--------------------|
| No. Units      | No. Em-<br>ployees | No. Units                    | No. Em-<br>ployees | No. Units                  | No. Em-<br>ployees | No. Units | No. Em-<br>ployees |
|                |                    |                              |                    |                            |                    | 3         | 68                 |
| 1              | 1                  |                              |                    |                            |                    | 3         | 5                  |
|                |                    |                              |                    |                            |                    | 2         | 6                  |
|                |                    |                              |                    |                            |                    | 1         | 1                  |
| 1              | 1                  |                              |                    |                            |                    | 3         | 4                  |
|                |                    |                              |                    |                            |                    | 5         | 11                 |
| 1              | 2                  |                              |                    |                            |                    |           |                    |
| 3              | 4                  |                              |                    |                            |                    | 4         | 6                  |
| 3              | 4                  |                              |                    |                            |                    | 3         | 4                  |
| 9              | 12                 |                              |                    |                            |                    | 24        | 105                |
| 37.5           | 11.4               |                              |                    |                            |                    | 100.0     | 100.0              |

the employees covered by the survey and requires that the employees have only high school business training for employment.

The results of the survey indicate that although some employers desire and have in their employ secretaries and stenographers with college training, the employers who hire great numbers of secretarial and stenographic personnel require only high school training for employment. Employers who hire high school graduates for this work stated that in many cases the employees do not do satisfactory work for some time, but that the better trained employees are not available in the number required.

Other results of the survey show that five, or 20.8 per cent, of the employers require a high school general education for their employees in this category. Two, or 8.4 per cent, require business college training for placement.

Those firms demanding the highest standards of education were various types of professional units and government agencies. Lowest standards were found in firms demanding only limited typewriting such as retail stores and transportation companies. No employer contacted specified senior college or university graduates for secretarial work.

Experience requirements.--Because of the fact that there is an extreme shortage of secretarial and stenographic



personnel in the Berger area, it was found, as might be expected, that experience requirements for such personnel are low. As shown by Table 14, seventeen, or 70.8 per cent, of the employers of secretaries and stenographers surveyed stated that they require no prior experience for their personnel. These seventeen employers employ eighty-nine, or 84.8 per cent, of the secretarial and stenographic personnel considered in this survey.

Seven employers interviewed did state that they hire only experienced secretaries and stenographers. As may be seen by Table 14, five, or 20.8 per cent, of the employers who hire eleven, or 10.5 per cent, of the personnel of this type require one year of experience for placement. Two employers, or 8.4 per cent of the total number surveyed, employing five, or 4.7 per cent of the total, require two years of experience for employment.

The five firms requiring one year of experience for the employment of secretaries and stenographers included one transportation firm, the public utilities company, one professional firm, and two government agencies.

Two years of experience were found to be required by two insurance and financial concerns.

TABLE 14

EXPERIENCE REQUIRED FOR SECRETARIAL AND STENOGRAPHIC  
EMPLOYMENT BY BORGER EMPLOYMENT UNITS

| Type of<br>Employment<br>Unit                  | None         |                    | One Year     |                    |
|--|--------------|--------------------|--------------|--------------------|
|  | No.<br>Units | No. Em-<br>ployees | No.<br>Units | No. Em-<br>ployees |
| Construction                                   |              |                    |              |                    |
| Manufacturing                                  | 3            | 68                 |              |                    |
| Retail trade                                   | 3            | 5                  |              |                    |
| Wholesale trade                                |              |                    |              |                    |
| Transportation                                 | 1            | 1                  | 1            | 5                  |
| Public utilities                               |              |                    | 1            | 1                  |
| Communication                                  | 3            | 4                  |              |                    |
| Finance, insurance,<br>and related<br>services | 3            | 6                  |              |                    |
| Professional and re-<br>lated services         | 3            | 4                  | 1            | 2                  |
| Government agencies                            | 1            | 1                  | 2            | 3                  |
| <b>Total</b>                                   | <b>17</b>    | <b>89</b>          | <b>5</b>     | <b>11</b>          |
| <b>Percent of total</b>                        | <b>70.8</b>  | <b>84.8</b>        | <b>20.8</b>  | <b>10.5</b>        |

TABLE 14--Continued

| Two Years |                    | Five Years |                    | More Than<br>Five Years |                    | Total     |                    |
|-----------|--------------------|------------|--------------------|-------------------------|--------------------|-----------|--------------------|
| No. Units | No. Em-<br>ployees | No. Units  | No. Em-<br>ployees | No. Units               | No. Em-<br>ployees | No. Units | No. Em-<br>ployees |
|           |                    |            |                    |                         |                    | 3         | 68                 |
|           |                    |            |                    |                         |                    | 3         | 5                  |
|           |                    |            |                    |                         |                    | 2         | 6                  |
|           |                    |            |                    |                         |                    | 1         | 1                  |
|           |                    |            |                    |                         |                    | 3         | 4                  |
| 2         | 5                  |            |                    |                         |                    | 5         | 11                 |
|           |                    |            |                    |                         |                    | 4         | 6                  |
|           |                    |            |                    |                         |                    | 3         | 4                  |
| 2         | 5                  |            |                    |                         |                    | 24        | 105                |
| 8.4       | 4.7                |            |                    |                         |                    | 100.0     | 100.0              |

Ability requirements.--The Merit System Council of Texas, which tests prospective stenographic personnel for employment by the state, requires junior stenographers to be able to type forty words per minute, take dictation at eighty words per minute, and transcribe notes accurately. Business teachers, realizing that the standards of large businesses throughout the country are higher, attempt to train stenographers to type straight copy at sixty words per minute, take dictation at one hundred words per minute, and transcribe at forty words per minute.

Berger employers of secretaries and stenographers were questioned regarding their speed standards for typewriting. It was found that many employers have no concept of the typing speed of a good, fair, or poor stenographer. As shown in Table 15, of the employers who have in their employ stenographic personnel, ten, or 41.7 per cent, have no typewriting speed standards. Four, or 16.7 per cent, require a typewriting speed of forty words per minute, five, or 20.8 per cent, require fifty words per minute, and five, or 20.8 per cent require sixty words per minute.

Thirteen of the units surveyed use shorthand dictation in their correspondence work. Five, or 28.4 per cent, of the units have no dictation speed standard. Three, or 23.1 per cent, require their stenographic personnel to be able to take dictation at eighty words per minute, three

TABLE 15

TYPING SPEED STANDARDS REQUIRED FOR SECRETARIES AND  
STENOGRAPHERS BY BORGER EMPLOYMENT  
UNITS

| Type of<br>Employment<br>Unit                         | Standards              |                        |                        |                        | Total<br>Units |
|---|------------------------|------------------------|------------------------|------------------------|----------------|
|   | None                   | 40 WPM                 | 50 WPM                 | 60 WPM                 |                |
|   | Number of<br>Employers | Number of<br>Employers | Number of<br>Employers | Number of<br>Employers |                |
| Construction  |                        |                        |                        |                        | 0              |
| Manufacturing   | 1                      |                        | 1                      | 1                      | 3              |
| Retail trade  | 1                      | 1                      |                        | 1                      | 3              |
| Wholesale<br>trade                                    |                        |                        |                        |                        | 0              |
| Transportation  |                        |                        | 1                      | 1                      | 2              |
| Public<br>utilities                                   |                        |                        |                        | 1                      | 1              |
| Communication   | 1                      | 2                      |                        |                        | 3              |
| Finance, in-<br>surance, and<br>related ser-<br>vices | 1                      | 1                      | 2                      | 1                      | 5              |
| Professional<br>and related<br>services               | 3                      |                        | 1                      |                        | 4              |
| Government<br>agencies                                | 3                      |                        |                        |                        |                |
| <b>Total</b>  | <b>10</b>              | <b>4</b>               | <b>5</b>               | <b>5</b>               | <b>24</b>      |
| <b>Percentage<br/>of total</b>                        | <b>41.7</b>            | <b>16.7</b>            | <b>20.8</b>            | <b>20.8</b>            | <b>100.0</b>   |

other units require ninety words per minute, and two units require that their personnel be able to take dictation at 100 words per minute. Table 16 reveals the dictation speed standards required for secretaries and stenographers by the Borger employment units.

TABLE 16

DICTATION SPEED REQUIRED FOR SECRETARIES AND STENOGRAPHERS  
BY BORGER EMPLOYMENT UNITS

| Type of<br>Employment<br>Unit                  | Standards          |                    |                    |                    | Total<br>Units |
|--|--------------------|--------------------|--------------------|--------------------|----------------|
|  | None               | 80 WPM             | 90 WPM             | 100 WPM            |                |
|  | No. Em-<br>ployers | No. Em-<br>ployers | No. Em-<br>ployers | No. Em-<br>ployers |                |
| Construction                                   |                    |                    |                    |                    | 0              |
| Manufacturing                                  | 1                  |                    | 1                  | 1                  | 3              |
| Retail trade                                   | 2                  |                    |                    |                    | 2              |
| Wholesale trade                                |                    |                    |                    |                    | 0              |
| Transportation                                 |                    |                    |                    |                    | 0              |
| Public utilities                               |                    | 1                  |                    |                    | 1              |
| Communication                                  |                    |                    | 1                  |                    | 1              |
| Finance, insurance,<br>and related<br>services |                    | 2                  |                    | 1                  | 3              |
| Professional and<br>related services           | 2                  |                    | 1                  |                    | 3              |
| Government agencies                            |                    |                    |                    |                    | 0              |
| <b>Total</b>                                   | <b>5</b>           | <b>3</b>           | <b>3</b>           | <b>2</b>           | <b>13</b>      |
| <b>Percentage of<br/>total</b>                 | <b>38.4</b>        | <b>23.1</b>        | <b>23.1</b>        | <b>15.4</b>        | <b>100.0</b>   |

Employers who require no speed standards for dictation were found to require no standards for transcription. It

was found, however, that eight of the thirteen employers who make use of shorthand in their offices have some definite transcription standards. Two, or 15.4 per cent, require at least thirty words of transcription per minute; five, or 38.5 per cent, require forty words per minute; and one, or 7.7 per cent, require fifty words per minute. Table 17 indicates the transcription speed required for secretaries and stenographers by the Borger employment units.

TABLE 17

TRANSCRIPTION SPEED REQUIRED FOR SECRETARIES AND  
STENOGRAPHERS BY BORGER EMPLOYMENT UNITS

| Type of<br>Employment<br>Unit                  | Standards          |                    |                    |                    | Total<br>Units |
|--|--------------------|--------------------|--------------------|--------------------|----------------|
|  | None               | 30 WPM             | 40 WPM             | 50 WPM             |                |
|  | No. Em-<br>ployers | No. Em-<br>ployers | No. Em-<br>ployers | No. Em-<br>ployers |                |
| Construction                                   |                    |                    |                    |                    | 0              |
| Manufacturing                                  | 1                  |                    | 1                  | 1                  | 3              |
| Retail trade                                   | 2                  |                    |                    |                    | 2              |
| Wholesale trade                                |                    |                    |                    |                    | 0              |
| Transportation                                 |                    |                    |                    |                    | 0              |
| Public utilities                               |                    |                    |                    |                    | 1              |
| Communication                                  |                    |                    |                    |                    | 1              |
| Finance, insurance,<br>and related<br>services |                    | 2                  | 1                  |                    | 3              |
| Professional and<br>related services           | 2                  |                    | 1                  |                    | 3              |
| Government agencies                            |                    |                    |                    |                    | 0              |
| <b>Total</b>                                   | <b>5</b>           | <b>2</b>           | <b>5</b>           | <b>1</b>           | <b>13</b>      |
| <b>Percentage of<br/>total</b>                 | <b>38.4</b>        | <b>15.4</b>        | <b>38.5</b>        | <b>7.7</b>         | <b>100.0</b>   |

Other requirements.--In addition to education, experience, and ability, there are many personal qualifications which the secretary or stenographer should possess.

First, the stenographer or secretary should have good health and good posture, should practice cleanliness, and should be well groomed. These factors affect appearance, which is in turn responsible for making valuable first impressions. The second important impression is usually made by the voice. Few people realize how important the voice is in business. Fortunately, a pleasant voice can usually be cultivated.

Also important are qualities of the mind. The secretary needs basic intelligence. Basic intelligence is so fundamental that a generous supply of it can overcome many other handicaps. To reach decisions the secretary must have judgment; if she has foresight, she can project her judgment into the future.

Another mental quality needed by secretaries and stenographers is initiative. Initiative simply means doing "the right thing in the right way without being told."<sup>1</sup> Without initiative, no secretary can ever hope to reach the upper levels of the field. Higher executives must have individuals who can originate, suggest, and initiate.

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<sup>1</sup>Howard M. Dutt, Secretarial Science, pp. 92-96.



### Recommended Course of Study

Borger employers were asked to name courses which their employees should have taken in school in order to perform their present duties more efficiently. Although most employers were of the opinion that their secretaries and stenographers are reasonably efficient, twelve employers stated that a greater knowledge of business English and business letter writing would be desirable. Table 18 gives the course recommendations made by these employment units.

TABLE 18

#### COURSE RECOMMENDATIONS FOR SECRETARIAL AND STENOGRAPHIC PERSONNEL MADE BY BORGER EMPLOYMENT UNITS

| Type of Course                    | Number of Units<br>Recommending Course |
|-----------------------------------|--|
| Advanced Typewriting . . . . .    | 9                                      |
| Advanced Shorthand . . . . .      | 1                                      |
| Business Letter Writing . . . . . | 12                                     |
| Business Speech . . . . .         | 1                                      |
| Spelling . . . . .                | 11                                     |
| Filing . . . . .                  | 3                                      |
| Dictation Machines . . . . .      | 2                                      |
| Business English . . . . .        | 12                                     |

The second most frequently mentioned course suggestion was spelling. Eleven employers were very emphatic in

stating, "Our people can't spell." Nine employers indicated that their stenographic workers need additional training in advanced typewriting. It was revealed that employees have difficulties in typing complicated legal documents and various other forms. Other courses recommended were advanced shorthand, filing, and dictation machines.

The following course of study is recommended for secretarial and stenographic students who wish to receive the Associate of Arts degree. This program is based on the current curriculum and recognizes, so far as is possible, results of this survey.

1. Introduction to Business, 3 semester hours
2. English, 12 semester hours
3. Science or mathematics, 6 semester hours
4. Typewriting, 9 semester hours
5. Shorthand, 12 semester hours
6. Office Practice, 3 semester hours
7. Filing, 3 semester hours
8. Bookkeeping, 3 semester hours
9. Government, 3 semester hours
10. Economics or history, 3 semester hours
11. Business and Professional Speaking, 3 semester hours
12. Physical education, 2 semester hours

## CHAPTER VI

### EVALUATION OF OFFICE-SALES PERSONNEL

This chapter will show data obtained from Borger employers in regard to the education and experience of their office-sales personnel. Other requirements of office-sales personnel will be reviewed and academic courses suggested by Borger employers will be presented. Finally, taking into consideration these recommendations, a course of study for students who are interested in an office-sales career and who plan to attend Frank Phillips College will be outlined.

#### Requirements for Employment

Educational requirements.--Educational requirements for office-sales personnel in the Borger area may be seen in Table 19. Of the five units surveyed which were found to employ office-sales personnel, one, or 20 per cent of the total, requires only high school general education for employment. This employer employs only one, or 12.5 per cent, of the office-sales personnel covered by this survey. Four units, or 80 per cent of the units polled, require two years of college education for employment of office-sales personnel. These four units employ seven, or 87.5 per cent, of the employees covered by this survey.

TABLE 19

LEVELS OF EDUCATION REQUIRED FOR OFFICE-SALES EMPLOYMENT  
BY BORGER EMPLOYMENT UNITS

| Type of<br>Employment<br>Unit                         | High School,<br>General<br>Education |                    | High School,<br>Business<br>Training |                    | Business<br>College |                    |
|---|--------------------------------------|--------------------|--------------------------------------|--------------------|---------------------|--------------------|
|   | No.<br>Units                         | No. Em-<br>ployees | No.<br>Units                         | No. Em-<br>ployees | No.<br>Units        | No. Em-<br>ployees |
| Construction  | 1                                    | 1                  |                                      |                    |                     |                    |
| Manufacturing   |                                      |                    |                                      |                    |                     |                    |
| Retail trade  |                                      |                    |                                      |                    |                     |                    |
| Wholesale trade                                       |                                      |                    |                                      |                    |                     |                    |
| Transportation  |                                      |                    |                                      |                    |                     |                    |
| Public<br>utilities                                   |                                      |                    |                                      |                    |                     |                    |
| Communication   |                                      |                    |                                      |                    |                     |                    |
| Finance, in-<br>surance, and<br>related ser-<br>vices |                                      |                    |                                      |                    |                     |                    |
| Professional<br>and related<br>services               |                                      |                    |                                      |                    |                     |                    |
| Government<br>agencies                                |                                      |                    |                                      |                    |                     |                    |
| <b>Total</b>  | <b>1</b>                             | <b>1</b>           |                                      |                    |                     |                    |
| <b>Percentage<br/>of total</b>                        | <b>20.0</b>                          | <b>12.5</b>        |                                      |                    |                     |                    |

TABLE 19--Continued

| Junior College |               | Senior College or University |               | Specialized Graduate Study |               | Total     |               |
|----------------|---------------|------------------------------|---------------|----------------------------|---------------|-----------|---------------|
| No. Units      | No. Employees | No. Units                    | No. Employees | No. Units                  | No. Employees | No. Units | No. Employees |
|                |               |                              |               |                            |               | 1         | 1             |
| 1              | 2             |                              |               |                            |               | 1         | 2             |
| 3              | 5             |                              |               |                            |               | 3         | 5             |
| 4              | 7             |                              |               |                            |               | 5         | 8             |
| 80.0           | 87.5          |                              |               |                            |               | 100.0     | 100.0         |

It should be noted that five, or 62.5 per cent, of the office-sales employees are employed by insurance firms. These employees are office workers who sell insurance to those clients who apply at the agency offices.

Two, or 25 per cent, of the office-sales workers surveyed are employed by a radio station. These people sell radio advertising time at the station office, solicit customers by telephone, and perform routine office tasks.

Another office salesperson was found at a lumber yard. His duty is to estimate lumber needs of customers and to suggest and sell materials to fill these needs.

Experience requirements.--Sales experience requirements for office-sales personnel in the Borger area were not found to be high. Table 20 shows that two, or 40 per cent, of the employers who employ three, or 37.5 per cent, of the employees require no experience for placement of office-sales personnel. A larger group of three, or 60 per cent, of the employers require employees who have had two years of selling experience. These three employers have in their employ five, or 62.5 per cent, of the office-sales personnel covered by this survey.

Ability requirements.--The office duties, other than selling, of office-sales personnel are not numerous. Generally, their duties are confined to routine office tasks. Training needs for office-sales personnel in skills such as

TABLE 20

EXPERIENCE REQUIRED FOR OFFICE-SALES EMPLOYMENT  
BY BORGER EMPLOYMENT UNITS

| Type of Employment<br>Unit                  | None         |                    | One Year     |                    |
|---|--------------|--------------------|--------------|--------------------|
|   | No.<br>Units | No. Em-<br>ployees | No.<br>Units | No. Em-<br>ployees |
| Construction                                | 1            | 1                  |              |                    |
| Manufacturing                               |              |                    |              |                    |
| Retail trade                                |              |                    |              |                    |
| Wholesale trade                             |              |                    |              |                    |
| Transportation                              |              |                    |              |                    |
| Public utilities                            |              |                    |              |                    |
| Communication                               |              |                    |              |                    |
| Finance, insurance, and<br>related services | 1            | 2                  |              |                    |
| Professional and re-<br>lated services      |              |                    |              |                    |
| Government agencies                         |              |                    |              |                    |
| <b>Total</b>                                | <b>2</b>     | <b>3</b>           |              |                    |
| <b>Percentage of total</b>                  | <b>40.0</b>  | <b>37.5</b>        |              |                    |

TABLE 20--Continued

| Two Years    |                    | Five Years   |                    | More Than<br>Five Years |                    | Total        |                    |
|--------------|--------------------|--------------|--------------------|-------------------------|--------------------|--------------|--------------------|
| No.<br>Units | No. Em-<br>ployees | No.<br>Units | No. Em-<br>ployees | No.<br>Units            | No. Em-<br>ployees | No.<br>Units | No. Em-<br>ployees |
|              |                    |              |                    |                         |                    | 1            | 1                  |
| 1            | 2                  |              |                    |                         |                    | 1            | 2                  |
| 2            | 3                  |              |                    |                         |                    | 3            | 5                  |
| 3            | 5                  |              |                    |                         |                    | 5            | 8                  |
| 60.0         | 62.5               |              |                    |                         |                    | 100.0        | 100.0              |



those employed by accountants, secretaries and stenographers are not essential. The need here is for knowledge of good selling principles. Office-sales personnel are specialists in this economy of specialization. Because specialization has increased, production has increased and salesmen of all kinds have become an essential part of the economy of this country. The National Society of Sales Training Executives says:

Training for salesmen is as necessary as it is for any other group of producers. Farmers, barbers, dentists, engineers, and teachers--all receive training before they engage in their activities. Whenever a salesman fails to measure up to his responsibilities and opportunities, the chances are that he has not been trained, or that he has been poorly trained. Training for salesmen is an absolute in this age of specialization.<sup>1</sup>

All employers of office-sales personnel polled in this survey felt that knowledge of basic principles of salesmanship is essential for successful office-sales. In fact, only one employment unit surveyed does not require their office sales employees to have that knowledge, through training or experience, before being employed.

Other requirements.--Good personal traits are of great importance to those office employees whose chief duty is selling. The importance of a sincere smile and a pleasing voice cannot be over estimated. In addition, the office

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<sup>1</sup>National Society of Sales Training Executives, Handbook of Sales Training, p. 14.

salesman should be well groomed, clean, and should wear clothing which does not distract the client from the sales presentation.

#### Recommended Course of Study

Employers of the Borger area who employ office-sales personnel were asked to suggest college work which would be helpful to their present employees and future employees of this type. Since most of the employers polled who employ office-sales personnel are engaged in the insurance business, business mathematics, a very basic course, was recommended by these employers. Table 21 reveals the results of the suggestions made by the employers of the Borger area.

TABLE 21

#### COURSE RECOMMENDATIONS FOR OFFICE-SALES PERSONNEL MADE BY BORGER EMPLOYMENT UNITS

| Type of Course                    | Number of Units<br>Recommending Course |
|-----------------------------------|--|
| Business Mathematics . . . . .    | 3                                      |
| Business English . . . . .        | 1                                      |
| Business Letter Writing . . . . . | 1                                      |
| Speech . . . . .                  | 1                                      |
| Salesmanship . . . . .            | 5                                      |
| Psychology . . . . .              | 3                                      |

Speech and English, two closely related subjects, were each suggested by one employer as being excellent courses for study by present or future office-sales personnel. Five employers recommended the study of a course in principles of salesmanship for present and future employees. Three employers recommended psychology, a course which is somewhat related to principles of salesmanship.

With the present curriculum, and taking into consideration the results of this survey, the following course of study is recommended for students of Frank Phillips College who wish to graduate from that institution and to secure office-sales employment in the area:

1. English, 12 semester hours
2. Government, 3 semester hours
3. Economics, 6 semester hours
4. Business Mathematics, 3 semester hours
5. Business and Professional Speaking, 3 semester hours
6. Introduction to Business, 3 semester hours
7. Typewriting, 6 semester hours
8. Mathematics, 6 semester hours
9. Office Practice, 3 semester hours
10. Salesmanship, 3 semester hours
11. Sales Management, 3 semester hours
12. Psychology, 3 semester hours

13. Business Law, 3 semester hours
14. Bookkeeping, 3 semester hours
15. Physical education, 3 semester hours

## CHAPTER VII

### EVALUATION OF FILE CLERKS, GENERAL CLERKS, AND OTHER CLERKS

This chapter will present data obtained from Borger employers in regard to education and experience requirements of file clerks, general clerks, and other clerks. Ability requirements and other qualifications of such personnel will be discussed and educational recommendations of Borger employers will be reviewed. Finally, a course of study suitable for students will be outlined.

#### Requirements for Employment

Educational requirements.--Educational requirements for file clerks, general clerks, and other clerks in the Borger area are shown in Table 22. Of the seventeen firms surveyed which employ clerks of various kinds, eleven, or 64.7 per cent, require clerks with a high school general education. These eleven employers employ 155, or 86.6 per cent, of the 179 employees of this type covered by the survey.

Four, or 23.5 per cent, of the employers surveyed require clerks who have had two years of college training. These employers have in their employ twenty-one, or 11.7 per cent, of the employees covered in this survey.

TABLE 22

LEVELS OF EDUCATION REQUIRED FOR FILE CLERKS, GENERAL CLERKS,  
AND OTHER CLERKS BY BORGER EMPLOYMENT UNITS

| Type of<br>Employment<br>Unit                     | High School,<br>General<br>Education |                    | High School,<br>Business<br>Training |                    | Business<br>College |                    |
|---|--------------------------------------|--------------------|--------------------------------------|--------------------|---------------------|--------------------|
|   | No.<br>Units                         | No. Em-<br>ployees | No.<br>Units                         | No. Em-<br>ployees | No.<br>Units        | No. Em-<br>ployees |
| Construction                                      |                                      |                    |                                      |                    |                     |                    |
| Manufacturing                                     | 2                                    | 75                 |                                      |                    |                     |                    |
| Retail trade                                      | 1                                    | 3                  |                                      |                    |                     |                    |
| Wholesale trade                                   | 1                                    | 1                  |                                      |                    |                     |                    |
| Transportation                                    | 2                                    | 9                  |                                      |                    |                     |                    |
| Public utilities                                  | 1                                    | 7                  |                                      |                    |                     |                    |
| Communication                                     |                                      |                    |                                      |                    |                     |                    |
| Finance, insur-<br>ance and re-<br>lated services | 2                                    | 20                 |                                      |                    |                     |                    |
| Professional and<br>related ser-<br>vices         |                                      |                    | 2                                    | 3                  |                     |                    |
| Government<br>agencies                            | 2                                    | 40                 | 2                                    | 3                  |                     |                    |
| <b>Total</b>                                      | <b>11</b>                            | <b>155</b>         | <b>2</b>                             | <b>3</b>           |                     |                    |
| <b>Percentage<br/>of total</b>                    | <b>64.7</b>                          | <b>86.6</b>        | <b>11.8</b>                          | <b>1.7</b>         |                     |                    |

TABLE 22--Continued

| Junior College |                    | Senior College or University |                    | Specialized Graduate Study |                    | Total     |                    |
|----------------|--------------------|------------------------------|--------------------|----------------------------|--------------------|-----------|--------------------|
| No. Units      | No. Em-<br>ployees | No. Units                    | No. Em-<br>ployees | No. Units                  | No. Em-<br>ployees | No. Units | No. Em-<br>ployees |
| 1              | 13                 |                              |                    |                            |                    | 3         | 88                 |
| 1              | 1                  |                              |                    |                            |                    | 2         | 4                  |
|                |                    |                              |                    |                            |                    | 1         | 1                  |
|                |                    |                              |                    |                            |                    | 2         | 9                  |
|                |                    |                              |                    |                            |                    | 1         | 7                  |
| 1              | 5                  |                              |                    |                            |                    | 1         | 5                  |
|                |                    |                              |                    |                            |                    |           |                    |
| 1              | 2                  |                              |                    |                            |                    | 3         | 23                 |
|                |                    |                              |                    |                            |                    |           |                    |
|                |                    |                              |                    |                            |                    | 2         | 3                  |
|                |                    |                              |                    |                            |                    | 2         | 40                 |
| 4              | 21                 |                              |                    |                            |                    | 17        | 179                |
| 23.5           | 11.7               |                              |                    |                            |                    | 100.0     | 100.0              |

Two employers, or 11.8 per cent, desire high school graduates who have had commercial training for employment as clerks. These employers have in their employ only three, or 1.7 per cent, of the employees covered by the survey.

Experience requirements.--Table 23 gives the experience requirements for clerks in the Borger area. Only one employer surveyed requires clerks to have more than one year of experience before placement in his office. Results of the survey show that thirteen units, or 76.5 per cent, require no experience for clerks. These thirteen units employ 143, or 79.9 per cent, of the clerk employees covered by this survey.

It was found that three, or 17.6 per cent, of the employers require one year of experience for placement of clerks. These employers employ thirty-four, or 19 per cent, of the employees.

It was also found that one, or 5.9 per cent, of the employers requires two years of experience. This employer employs two, or 1.1 per cent, of the employees included in the survey.

Ability requirements.--The work of clerks in the small office is varied. In the Borger survey clerks were found to be performing the following duties:



TABLE 23

EXPERIENCE REQUIRED FOR FILE CLERKS, GENERAL CLERKS, AND  
OTHER CLERKS BY BORGER EMPLOYMENT UNITS

| Type of<br>Employment<br>Unit               | None         |                    | One Year     |                    |
|---|--------------|--------------------|--------------|--------------------|
|   | No.<br>Units | No. Em-<br>ployees | No.<br>Units | No. Em-<br>ployees |
| Construction                                |              |                    |              |                    |
| Manufacturing                               | 2            | 75                 | 1            | 13                 |
| Retail trade                                | 2            | 3                  |              |                    |
| Wholesale trade                             | 1            | 1                  |              |                    |
| Transportation                              | 1            | 2                  | 1            | 8                  |
| Public utilities                            | 1            | 7                  |              |                    |
| Communications                              | 1            | 5                  |              |                    |
| Finance, insurance,<br>and related services | 1            | 7                  | 1            | 13                 |
| Professional and re-<br>lated services      | 2            | 3                  |              |                    |
| Government agencies                         | 2            | 40                 |              |                    |
| Total                                       | 13           | 143                | 3            | 34                 |
| Percentage of total                         | 76.5         | 79.9               | 17.6         | 19.0               |

TABLE 23--Continued

| Two Years    |                    | Five Years   |                    | More Than<br>Five Years |                    | Total        |                    |
|--------------|--------------------|--------------|--------------------|-------------------------|--------------------|--------------|--------------------|
| No.<br>Units | No. Em-<br>ployees | No.<br>Units | No. Em-<br>ployees | No.<br>Units            | No. Em-<br>ployees | No.<br>Units | No. Em-<br>ployees |
|              |                    |              |                    |                         |                    | 3            | 88                 |
|              |                    |              |                    |                         |                    | 2            | 3                  |
|              |                    |              |                    |                         |                    | 1            | 1                  |
|              |                    |              |                    |                         |                    | 2            | 10                 |
|              |                    |              |                    |                         |                    | 1            | 7                  |
|              |                    |              |                    |                         |                    | 1            | 5                  |
| 1            | 2                  |              |                    |                         |                    | 3            | 22                 |
|              |                    |              |                    |                         |                    | 2            | 3                  |
|              |                    |              |                    |                         |                    | 2            | 40                 |
| 1            | 2                  |              |                    |                         |                    | 17           | 179                |
| 5.9          | 1.1                |              |                    |                         |                    | 100.0        | 100.0              |

1. Receiving and shipping orders of goods
2. Billing
3. Filing
4. Handling, distributing, and dispatching mail
5. Doing duplicating and addressing work
6. Performing miscellaneous tasks such as telephoning, receiving callers, and carrying messages.

It may be seen from the above list of duties that abilities, like the work, must be varied. One must be able to adapt himself to various types of work on a moment's notice; therefore, one should be able to operate all types of office machines, should be familiar with standard types of office forms and paper, and should know something about all types of office work.

In large offices, such as those of the petroleum companies, it was found that work was varied in some instances. Generally, however, the clerk has some specific duty to perform.

Clerks who perform receiving, shipping, and billing duties must be able to write legibly and perform simple business mathematical calculations. In some cases these people were found to handle packages which require some physical strength.

Employees handling mail need a clear understanding of postal rates, laws, and regulations. Quite often these

people must be able to operate skillfully sealing, stamping, and opening machines.

It is necessary to be able to operate such machines as mimeographs and ditto machines. These machines were found to be used extensively in offices of the Borger area. Clerks were found to be operating various types of adding machines, calculators, billing machines, and listing machines.

Some specific questions were asked in regard to the desired qualifications of new file clerks. Table 24 shows that sixteen employers gave their hiring requirements for beginning file clerks. Fifteen of the sixteen employers answering stated that they require aptitude which indicates the ability and desire to learn their system. One employer stated that his beginning file clerks must have a general understanding of the system used.

TABLE 24

ABILITY OF FILE CLERKS REQUIRED BY BORGER  
EMPLOYMENT UNITS

| Filing Ability  | Number of Units<br>Requiring This Ability |
|---|---|
| Extensive knowledge of<br>filing . . . . .                                    | 0   |
| General understanding of<br>the system used . . . . .                         | 1   |
| Aptitude which indicates<br>the ability to learn<br>the system used . . . . . | 15  |

Other requirements.--The qualifications so essential to stenographers and secretaries, such as health, cleanliness, and good grooming, are equally essential to clerks. Again, basic intelligence, judgment, and initiative are fundamental.

Laffingwell and Robinson say that office job applicants must meet three requirements for employment. These are the requirements the employer will check before hiring office jobs applicants:

1. Can this applicant do well the work we want done? Has he the training or experience which fits him for this job? If not, can he be trained readily for it; that is, is he trainable? Since there is work to be done, we want to get someone who can do it. This point is of prime importance, as a rule.

2. How well will he get along with other employees? Some very competent workers are trouble makers. They should be spotted before they are put on the payroll.

3. What salary is he asking? If the company has a well-prepared salary standardization plan, the salary range for the position open has been set; if the salary expected by the applicant is within the established range, that point is taken care of. To pay more is to upset the schedule; to pay less is economically and ethically unsound.<sup>1</sup>

#### Recommended Course of Study

Employers of the Berger area employing file clerks, general clerks, and other clerks were asked to suggest college work which would be helpful to their present employees.

Table 25 shows that seven employers surveyed are of the

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<sup>1</sup>William H. Laffingwell and Edwin M. Robinson, Textbook of Office Management, p. 413.

TABLE 25

COURSE RECOMMENDATIONS FOR FILE CLERKS, GENERAL CLERKS,  
AND OTHER CLERKS, MADE BY BORGER EMPLOYMENT UNITS

| Type of Course                            | Number of Units<br>Recommending Course |
|---|--|
| Mail handling . . . . .                   | 1                                      |
| Filing . . . . .                          | 3                                      |
| Duplicating machine . . . . .             | 1                                      |
| Adding machines and calculators . . . . . | 7                                      |
| Spelling . . . . .                        | 5                                      |
| Business papers . . . . .                 | 5                                      |
| Negotiable instruments . . . . .          | 1                                      |
| Advanced typewriting . . . . .            | 1                                      |

opinion that their clerks need training in techniques of operating adding machines and calculators. Five employers recommended courses in spelling and business papers. Three employers stated that a course in filing would be helpful to some of their employees. Mail handling, duplicating machines, negotiable instruments, and advanced typewriting were each recommended by one employer.

The following course of study is recommended for Frank Phillips College students who wish to graduate from that institution and to secure employment as a clerk in one of the business offices of the area:

1. English, 12 semester hours
2. Government, 3 semester hours

3. Economics, 3 semester hours
4. Typewriting, 9 semester hours
5. Shorthand, 6 semester hours
6. Business Mathematics, 3 semester hours
7. Bookkeeping, 3 semester hours
8. Mathematics, 6 semester hours
9. Business Law, 3 semester hours
10. Introduction to Business, 3 semester hours
11. Filing, 3 semester hours
12. Office Practice, 3 semester hours
13. Business Organization and Management, 3 semester hours
14. Physical education, 2 semester hours

## CHAPTER VIII

### THE BUSINESS ADMINISTRATION DEPARTMENT OF FRANK PHILLIPS COLLEGE

This chapter will present data concerning the physical plant, the administrative policies, the teaching personnel, and the present curriculum and equipment of the business administration department of Frank Phillips College. Additional information about the community served by the college will be included. These data are presented in order that facilities of the college may be weighed against the educational demands of the community. The purpose is to determine if the facilities are sufficient to meet the current educational needs.

Frank Phillips College opened to receive students on September 6, 1948. The Texas State Department of Education recognized the college as a standard two-year institution during its first month of operation. In April, 1949, the Association of Texas Colleges recognized Frank Phillips College and gave it a first-class rating by granting it full membership. The college is also a member of the American Association of Junior Colleges, the Texas Public Junior



College Association, and the American Library Association. The accrediting, therefore, is the highest possible for an institution which has been in operation only three years.

#### Physical Plant

Frank Phillips College is housed in two modern buildings. The class rooms, library, laboratories, and shops are well arranged for efficient work and study. Recreation facilities include a comfortable student lounge, a gymnasium, and an indoor swimming pool. Assemblies are held in a modern 1,500-chair, air-conditioned auditorium.

The business administration department occupies several rooms on the third floor of the main building. Rooms are well lighted with modern fluorescent lighting equipment. Each room is decorated in different colors which are soft and pleasing to the eye. Heating and ventilating systems are modern and adequate. Seating is adjustable. All rooms are constructed of sound-absorbing materials.

#### Community Served

Frank Phillips College serves an area of the Texas Panhandle which is primarily industrial. Giant manufacturing plants, which process crude oil and natural gas, dot the area.

Where there is industry, records must be kept. As one might expect, there are many small offices throughout the

area as well as some very large ones. In addition to these industrial offices there are offices in Berger of the type found in all other American cities of comparable size. Because of the cooperation between merchants and business men of all types the small "sleepy" office of the average town is a larger "beehive" of activity in Berger.

There are, therefore, many employment opportunities for those people of the area who are trained to do office work. The people who desire such training along with college credit must look to Frank Phillips College to fill their needs.

#### Administrative Policies

Frank Phillips College maintains both day and evening courses for students of all ages. Classes may be organized for any group of six or more students who wish to study the same subject in the evening school. All classes are taught by members of the college faculty or by qualified professional people and craftsmen. Veterans may participate, under the Veterans' Administration program, in both day and evening school.

The requirements for admission to Frank Phillips College are given in the following excerpt from the catalog of the school:

1. Graduation from a four year approved high school with honorable dismissal. A high school transcript

must be presented showing at least 15 affiliated units.

2. Admission by examination in 15 high school units.

3. A student who is 21 years of age may be admitted by individual approval to courses for which he is prepared, though unable to offer the usual admission units. He will be classified as a special freshman until such time as the admission requirements are met. Ex-service men or women, 18 years of age or older, may be admitted on individual approval.

4. Students from other colleges who seek advanced standing must present letters of honorable dismissal and certificates of record showing the amount of work done and the number of hours credit received for it. Work done in a standard college will be accepted without examination.

Students may be admitted to terminal and vocational courses on a selective basis. If it appears that the prospective student can profit by enrolling in any terminal course, he is usually approved for admission to the course. No specific list of high school credits is required for admission to these courses.<sup>1</sup>

Tuition and fees are due at the time of registration.

Financial assistance may be obtained by making application in the office of the college bursar.

#### Teaching Personnel

The faculty of the department of business administration consists of two instructors. One instructor, however, devotes part time to the department of economics and to the management of the college bookstore.

Both instructors hold Master's degrees. One instructor received the Bachelor of Science and the Master of Arts

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<sup>1</sup>Frank Phillips College, Third Annual Catalog, p. 17.

degrees at West Texas State College. The second member of the staff received the Bachelor of Business Administration and the Master of Science degrees at East Texas State Teachers College and is now completing work on the Master of Business Administration degree at North Texas State College.

In addition to the regular faculty of the department of business administration of Frank Phillips College, a member of the speech department is available for a class in business speech, a member of the mathematics department faculty is available for a class in business mathematics, a member of the government department is available for a course in business law, and a member of the English faculty is available for a course in business correspondence or business English.

#### Present Curriculum and Equipment

The present curriculum of the business administration department of Frank Phillips College is composed of eighteen courses, one semester or eighteen weeks in length. In addition, two courses are offered in economic principles by the economics department. All courses in the curriculum cannot be offered each semester or term.

Courses offered by the business administration department of Frank Phillips College are as follows:

1. Introduction to Business 113, 3 semester hours
2. Beginner's Typewriting 113, 3 semester hours
3. Intermediate Typewriting 123, 3 semester hours
4. Advanced Typewriting 223, 3 semester hours
5. Elementary Shorthand 133, 3 semester hours
6. Intermediate Shorthand 143, 3 semester hours
7. Advanced Shorthand 233, 3 semester hours
8. Shorthand 243, 3 semester hours
9. Office Practice 243, 3 semester hours
10. Bookkeeping 163, 3 semester hours
11. Business Mathematics 113, 3 semester hours
12. Principles of Accounting 254, 4 semester hours
13. Principles of Accounting 264, 4 semester hours
14. Business Law 173, 3 semester hours
15. Business and Professional speaking 213, 3 semester hours
16. Business Organization and Management 273, 3 semester hours
17. Salesmanship 283, 3 semester hours
18. Sales Management 293, 3 semester hours

Class rooms for business administration are specially equipped for classes in shorthand, typewriting, office practice, and salesmanship. The typewriting room is equipped

with adjustable desks. In addition to an electric typewriter, there are thirty new typewriters of various makes. For office practice the room is equipped with a mimeograph, dictaphones, and filing equipment. Wire recorders and movie projectors are also available. The accounting room is equipped with Freiden and Monroe calculators. Victor and Remington adding machines are also available. The salesmanship room is equipped with counters, office desks and chairs, a wire recorder and a sixteen-millimeter sound projector. Projection equipment for film strips and slides is also available.

#### Summary

The administration of Frank Phillips College has signified its whole-hearted approval of business administration courses at Frank Phillips College by giving support and encouragement to both students and instructors. Because of this interest, modern equipment has been obtained, the curriculum has been broadened, and the enrollment has grown. Business men of the community are supporting the business training program of the college by hiring its trainees.

From the data presented in this chapter it is believed that the business administration department of Frank Phillips College is adequately staffed, housed, and equipped to meet the business educational needs of students and employers of Borger, Texas, and the adjacent areas.

## CHAPTER IX

### SUMMARY

The purpose of this study was to attempt to establish ways in which the business administration department of Frank Phillips College can help its students prepare to fill the employment needs of the commercial offices of Borger, Texas, and the adjacent areas. This chapter will present the findings, conclusions, and recommendations.

#### Findings

In this survey it was found that the most popular sources of job applicants in the Borger area are friends, acquaintances of friends, and friends of employees and management. These sources of job applicants were used by 75.8 per cent of the firms surveyed.

Hiring and placing employees is on a personal basis in the majority of the employment units surveyed. It was found that 57.6 per cent of the firms use the personal interview as the basis for placement rather than aptitude tests or school evaluations.

A majority of the firms surveyed rated social traits and work habits of their employees as satisfactory. Several traits, however, were rated unsatisfactory. These are the

ability to do non-supervised work, the ability to express themselves in words, the ability to express themselves in writing, the ability to spell, and the ability to perform necessary mathematical computations.

Educational requirements for managerial positions in the Berger area are high. Twenty-three firms, or 69.7 per cent of the firms surveyed, are firms of such nature that two years or more of college education are needed to fill managerial positions. In fact, fourteen, or 42.4 per cent of the units, were found to require senior college or university education.

Experience requirements for management personnel were found to be rigid. Nineteen, or 57.6 per cent of the units surveyed, were found to require more than five years of experience for management personnel.

Employing units surveyed were of the opinion that courses in personnel management, business letter writing, and business speech would be helpful to their present management personnel. Courses in business organization, accounting, and taxation were also suggested.

Of the twenty firms surveyed which employ accounting personnel in the Berger area, eight, or 40 per cent of the total, require only a general high school education for placement. A smaller group of employers, four, or 20 per cent of the total, employing twenty-seven, or 40.3 per cent of the employees, require senior college graduates for placement.



Experience requirements for accounting personnel were found to be lenient. Eleven of the units surveyed, which employ 85.1 per cent of the employees covered by the survey, require no accounting experience for placement. Four units were found to require one year of experience for placement, four other units require two years of experience for placement, and one unit requires five years of experience for placement of accounting personnel.

Four employers were found to require accounting employees with extensive knowledge of accounting. Nine of the units surveyed require an understanding of accounting principles for employment. Ten firms require only an aptitude which indicates ability to learn the system used.

Ten of the employment units surveyed expressed the opinion that if their accounting personnel had a more thorough knowledge of accounting principles, their accounting departments would be more efficient. Need was expressed for additional training in business mathematics, credit procedures, income taxes, business machines, payroll accounting, posting machines, and advanced accounting.

In examining the educational requirements for secretaries and stenographers, the investigator found that nine employers, who employ 11.4 per cent of the personnel of this type included in the survey, require secretaries and stenographers with two years of college training for employment. A smaller group of

eight employers, who employ 77.2 per cent of the employees, require only high school business training for employment. Employers who hire high school graduates for this work indicated that work is not satisfactory, in many cases, until the employee gains experience.

Experience requirements for secretaries and stenographers in the Berger area are low. Seventeen, or 70.8 per cent of the employers of secretaries and stenographers, require no experience for placement. Seven employers were found who hire only experienced secretaries and stenographers. Five of these employers require one year of experience and two employers require two years of experience.

Ten of twenty-four employers were found to have no typewriting speed standards for their offices. These ten employers employ 41.7 per cent of the employees of this type surveyed. Four employers were found to require a typewriting speed of forty words per minute, five employers require fifty words per minute, and five employers require sixty words per minute.

Of the thirteen units surveyed using shorthand dictation in their correspondence work, five, or 38.4 per cent, have no dictation speed standard. Three units require that stenographic personnel be able to take dictation at eighty words per minute, three units require a standard of ninety words per minute, and two units require a standard of one hundred words per minute.

Eight employers were found to have transcription speed standards. These standards ranged from thirty to fifty words per minute.

When questioned about training needs of secretaries and stenographers, employers stressed business letter writing, spelling, and business English. Advanced shorthand, speech, filing, and dictation machines were also recommended courses.

Educational requirements for office-sales personnel were found to be two years of college in 80 per cent of the units surveyed. The remaining 20 per cent require high school general education.

Experience requirements for office-sales personnel were not found to be high. It was found that 40 per cent of the employers require no experience for employment and 60 per cent require two years of experience.

In office sales work there is need for knowledge of principles of salesmanship. Only one employment unit surveyed does not require their office-sales employees to have this knowledge of salesmanship before being employed.

For the training of office-sales personnel, employers especially recommended business mathematics, salesmanship principles, and psychology. Business English, business speech, and business letter writing were also recommended.

Educational requirements for clerks were obtained from seventeen firms. Eleven firms, or 64.7 per cent, require

clerks with high school general education for employment in their offices. Four employers require clerks who have had two years of college and two employers require clerks who have had high school commercial training for employment in their offices.

Only one employer was found in the survey who requires more than one year of experience for clerks who are employed in his office. Thirteen employment units were found to require no experience for clerks and three units require one year of experience for employment.

Clerks should have some knowledge of all the many tasks performed in the office. Those clerks who perform receiving, shipping, and billing duties must be able to write legibly and perform simple mathematical calculations. Mail clerks must have knowledge of the operation of various types of mailing machines. Clerks in the Berger area operate mimeograph machines, ditto machines, adding machines, calculators, billing machines and listing machines.

It was found that fifteen of sixteen employers who employ file clerks will employ those applicants who have only the aptitude which indicates the ability to learn the system used. One employer requires that beginning file clerks have a general understanding of the filing system used.

Courses recommended for those people training to be office clerks included spelling, adding machines and

calculators, business papers, and filing. Courses also suggested were mail handling, duplicating machines, negotiable instruments, and advanced typewriting.

As previously stated, Frank Phillips College maintains both day and evening school programs. Classes may be organized for groups of as few as six people. Day school classes meet for one hour, three days a week, or for one and one-half hours, two days a week.

Requirements for admission are high school graduation, or, if twenty-one years of age or older, a student may enter Frank Phillips College on individual approval. Discharged veterans who are at least eighteen years of age may be admitted to the college on individual approval.

The teaching personnel of the business administration department of Frank Phillips College includes two instructors. Both of these instructors have Master's degrees. Instructors of other departments are available to instruct courses in business administration which are closely related to their fields.

The present curriculum of the business administration department of Frank Phillips College is composed of eighteen courses, one semester in length. These courses are basic courses in the fields of general business, secretarial science, management, accounting, and marketing.

Class rooms for business administration at Frank Phillips College are especially equipped for courses in shorthand, typewriting, office practice, accounting, and salesmanship.

#### Conclusions

Based on the findings of this study it is believed that the following conclusions may be justified:

1. Sources of job applicants most used by Berger employment units surveyed are sources in which management has personal interests.

2. Hiring and placement customs of Berger employers are, in the majority of cases, based on personal interviews rather than ability valuations.

3. There is need for improvement of the work habits of Berger office employees.

4. In addition to being well educated and experienced, management personnel must be capable of leadership.

5. Although it is not required for employment, employers desire accounting personnel who have a thorough knowledge of accounting principles.

6. Secretaries and stenographers in the Berger area need more training in details such as spelling, business letter writing, and business English.

7. Office-sales personnel are required to have knowledge of the principles of salesmanship to acquire office-sales

employment in a majority of the Borger employment units surveyed.

8. File clerks are not generally required to have knowledge of the various systems of filing to acquire filing employment in the offices of Borger and adjacent areas.

9. The average education and experience requirements for managerial employment in the Borger area, established by the mode, are graduate of senior college with more than five years of experience.

10. The average education and experience requirements for accounting employment in the Borger area, established by the mode, are high school general education with no experience.

11. The average educational and experience requirements for secretarial and stenographic employment in the Borger area, established by the mode, are junior college graduate with no experience.

12. The average education and experience requirements for office sales employment in the Borger area, established by the mode, are junior college education with two years of experience.

13. The average education and experience requirements for employment as file clerks, general clerks, and other clerks in the Borger area, established by the mode, are high school general education with no experience.

14. Frank Phillips College is adequately staffed, housed, and equipped to meet the business educational needs of students and employment units of Borger, Texas, and the adjacent areas.

#### Recommendations

The recommendations offered in light of the findings of the Borger office survey are listed below. It is believed that they will be helpful in correlating the business education program at Frank Phillips College with the educational needs of the employment units of Borger and adjacent areas.

It is evident, from the survey just completed, that a majority of Borger office employers surveyed are desirous of improving the efficiency of their offices by employing more capable personnel. It has been indicated that management personnel must possess leadership in addition to education and experience. It is recommended, therefore, that basic courses in management be given a more prominent place in the business curriculum of Frank Phillips College and that students interested in this field be encouraged to join and take an active part in all groups in which they have an opportunity to develop leadership.

It was found that 39.1 per cent of the employers of accounting personnel, surveyed in the Borger area, require employees to have knowledge of accounting principles for employment. In addition, ten other employers of accounting



personnel were of the opinion that such knowledge would be helpful in their offices. Personnel with a knowledge of accounting principles, however, are not available for all employers who need them. It is recommended, therefore, that all students of Frank Phillips College, who plan to secure office employment in the area, be urged to complete a course in accounting principles while in college. In light of the difficulties encountered by accounting personnel in performing mathematical computations required by their employment, it is also recommended that a course in business mathematics be made a prerequisite of the course in accounting principles offered at Frank Phillips College.

Additional training in business letter writing and business English was expressed as being needed by twelve employers of secretaries and stenographers. Eleven employers expressed the need for training in spelling. It is recommended, therefore, that business letter writing receive additional emphasis in the advanced typewriting course at Frank Phillips College and that a course in business English, which will devote some time to the study of spelling, be added to the curriculum.

It was found, by the survey just completed, that a majority of the employment units employing office-sales personnel require their personnel to have a knowledge of the principles of salesmanship before employment. It is

recommended that the value of the course in salesmanship principles be pointed out to those students who will seek employment as office salespeople.

It is evident from the findings of the Borger office survey that office clerks in the area perform varied office tasks. In light of these findings it is recommended that students who plan to acquire employment as clerks in offices of the area be encouraged to choose a diversified program of business courses while in training at Frank Phillips College.

Hiring and placement of employees was found, in the majority of cases, to be based on the personal interview. It is recommended, therefore, that all students of Frank Phillips College, who plan to fill office positions in the area, be urged to enroll in Salesmanship 283. In this course, extensive work is done in preparing students to sell their services to a prospective employer.

A placement bureau should be established at Frank Phillips College. Frequent contacts should be made with Borger employment units to discover their needs and ways in which Frank Phillips College students can comply with these needs.

Finally, it is recommended that all appropriate measures be taken to strengthen the cooperation between the Frank Phillips College business administration department, its

teaching staff, and its students and the employment units of Berger and adjacent areas. The teaching staff of the business department of the college should visit employment units occasionally to become more familiar with actual office procedures in use in the units. The guidance and placement responsibilities of the department of business administration of Frank Phillips College to students and to the community should always be recognized by the administration and the teaching staff.



Please indicate by check marks whether you find beginning employees satisfactory in the following personal traits:

| Social Traits  | Good | Fair | Poor | Does Not Apply |
|--|------|------|------|----------------|
| Behavior   |      |      |      |                |
| Grooming   |      |      |      |                |
| Appropriate wearing apparel                            |      |      |      |                |
| Etiquette  |      |      |      |                |
| Poise  |      |      |      |                |
| Work Traits  | Good | Fair | Poor | Does Not Apply |
| Ability to follow directions                           |      |      |      |                |
| Ability to work with others                            |      |      |      |                |
| Ability to do supervised work                          |      |      |      |                |
| Ability to do non-supervised work                      |      |      |      |                |
| Ability to express themselves in words                 |      |      |      |                |
| Ability to express themselves in writing               |      |      |      |                |
| Attitude toward work expected in quality and quantity  |      |      |      |                |
| Attendance and punctuality                             |      |      |      |                |
| Adherence to regulations of the company                |      |      |      |                |
| Willingness to start in junior positions               |      |      |      |                |
| Ability to spell correctly                             |      |      |      |                |
| Ability to perform necessary mathematical computations |      |      |      |                |

Please show educational requirements for employment by placing checks in the squares below:

| Minimum Education Requirements    | Man-<br>gerial | Account-<br>ing | Secretarial<br>and<br>Stenographic | Office<br>Sales | File Clerks,<br>General Clerks<br>and Others |
|-----------------------------------|----------------|-----------------|------------------------------------|-----------------|--|
| Graduation from:                  |                |                 |                                    |                 |  |
| High School,<br>general education |                |                 |                                    |                 |  |
| High School,<br>business training |                |                 |                                    |                 |  |
| Business school                   |                |                 |                                    |                 |  |
| Junior college                    |                |                 |                                    |                 |  |
| Senior college or<br>university   |                |                 |                                    |                 |  |
| Specialized gradu-<br>ate study   |                |                 |                                    |                 |  |

Please show experience requirements for employment by placing checks in the squares below:

| Experience Requirements | Man-<br>gerial | Account-<br>ing | Secretarial<br>and<br>Stenographic | Office<br>Sales | File Clerks,<br>General Clerks<br>and Others |
|-------------------------|----------------|-----------------|------------------------------------|-----------------|--|
| None                    |                |                 |                                    |                 |  |
| One year                |                |                 |                                    |                 |  |
| Two years               |                |                 |                                    |                 |  |
| Five years              |                |                 |                                    |                 |  |
| More than five<br>years |                |                 |                                    |                 |  |

Please check skill requirements for the employment of:

**Management personnel:**

- Previous managerial experience and knowledge of scientific management . . . . . \_\_\_\_\_
- Previous managerial experience . . . . . \_\_\_\_\_
- Knowledge of scientific management . . . . . \_\_\_\_\_
- No previous experience or training . . . . . \_\_\_\_\_

**Office sales personnel:**

- Previous sales experience and knowledge of salesmanship principles . . . . . \_\_\_\_\_
- Previous sales experience . . . . . \_\_\_\_\_
- Knowledge of salesmanship principles . . . . . \_\_\_\_\_
- No previous experience or training . . . . . \_\_\_\_\_

**Accounting personnel:**

- Extensive knowledge of accounting . . . . . \_\_\_\_\_
- General understanding of accounting principles . . . . . \_\_\_\_\_
- Aptitude which indicates ability to learn your system . . . . . \_\_\_\_\_

**File clerks:**

- Extensive knowledge of filing . . . . . \_\_\_\_\_
- General understanding of the filing system used . . . . . \_\_\_\_\_
- Aptitude which indicates ability to learn your system . . . . . \_\_\_\_\_

Please fill in the skill requirements for the employment of Secretarial and Stenographic personnel:

- Typing speed, \_\_\_\_\_ net words per minute.
- Dictation speed, \_\_\_\_\_ words per minute.
- Transcription speed, \_\_\_\_\_ words per minute.

Check any training programs which the company may have to supplement instruction employees have had in school:

- |                          |                                    |
|--------------------------|------------------------------------|
| _____ Typewriting        | _____ Managerial                   |
| _____ Shorthand          | _____ P. B. X.                     |
| _____ Accounting         | _____ Business letter writing      |
| _____ Filing             | _____ Duplicating machines         |
| _____ Dictation machines | _____ Adding machines, calculators |
|                          | _____ Selling                      |

Others:

Indicate nature of training programs checked:

Check the items below in which you believe your present employees should have had more training while in school:

**Managerial personnel:**  
 Personnel management  
 Organization  
 Employee supervision  
 Job evaluation  
 Collective bargaining  
 Accounting  
 Taxes  
 Business letter writing  
 Business speech

Others:

**Accounting personnel:**  
 Accounting principles  
 Advanced accounting  
 Cost accounting  
 Business mathematics  
 Payroll taxes  
 Income taxes  
 Adding machines, calculators  
 Credit procedures  
 Business statistics

Others:

**Secretarial and Stenographic personnel:**  
 Typewriting  
 Shorthand  
 Business letter writing  
 Spelling  
 Business speech  
 Filing  
 Dictation machines  
 Duplicating machines  
 P. B. X  
 Business English

Others:

**Office-sales personnel:**  
 Business mathematics  
 Business English  
 Business letter writing  
 Credit procedures  
 Speech  
 Salesmanship  
 Psychology

Others:

**File clerks, general clerks, and others**

Mail handling  
 Filing  
 Duplicating machines  
 Adding machines, calculators  
 Spelling  
 Business papers

Others:

Please make any suggestions that would help Frank Phillips College in meeting the employment needs of the community:

New courses?

Additional emphasis on certain phases of what courses?



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